District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Colleen Fletcher, Coordinator Elementary ELA	fletchco@collierschools.com	(239) 377-0169
Data Element	Matthew Virga Executive Director, Data Management	virgama@collierschools.com	(239) 377-6734
Third Grade Promotion	Dr. Colleen Fletcher Coordinator, Elementary ELA	fletchco@collierschools.com	(239) 377-0169
Multi-Tiered System of Supports	Sonja Samek Director, Exceptional Student Education	sameks@collierschools.com	(239) 377-0135
Secondary ELA	Lidia Camp Coordinator, Secondary ELA	campli@collierschools.com	(239) 377-0099
Summer Reading Camp	Alyssa Ledbetter Executive Director, Teaching & Learning	ledbea@collierschools.com	(239) 377-0088
Reading Endorsement	Lidia Camp Coordinator, Secondary ELA	campli@collierschools.com	(239) 377-0099

2) District Expenditures

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	**3,669,515.06**	**33**
Intervention teachers	**0**	
Scientifically researched and evidence-based supplemental instructional materials	**0**	
Third grade summer reading camps	**0**	
Summer reading camps	**0**	
Secondary Expenses		
Literacy coaches	**0**	
Intervention teachers	**0**	
Scientifically researched and evidence-based supplemental instructional materials	**0**	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**0**	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	**0**	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	**0**	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	**0**	
Tutoring programs to accelerate literacy learning	**0**	
Family engagement activities	**0**	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	**3,669,515.06**	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**
	Urgent Intervention <10th percentile	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above	**At & Above Benchmark** 40th percentile & above
VPK	2%	1.5%	82.4%	84%

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

CCPS VPK will improve literacy outcomes for all students throughout the school year by conducting progress monitoring, analysis of student performance data, and facilitating a continuous improvement cycle. Instructional practices will be refined through professional learning and coaching activities with a focus on implementation of a new high quality curriculum and refinement of high-yield strategies of Classroom Assessment Scoring System (CLASS).

Data meetings are conducted quarterly that focus on how many children are "on track" in pre-literacy/language development as well as other developmental domains according to Florida's Early Learning and Developmental standards.

After administration of each VPK Progress Monitoring period, the CCPS Pre-K Team analyzes students' data to ensure that students make gains throughout the school year. Progress Monitoring data is also used to identify VPK students with a deficiency in reading who are in need of interventions.

Throughout the school year, a variety of reports are generated for each classroom and provided to instructional staff so that they can make data-based instructional decisions and work together with their practice-based coaches to ensure increased student achievement.

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

FAST				
Grade	**Previous School Year – % of Students Scoring Level 1**	**Goal for Plan Year – % of Students Scoring Level 1**	**Previous School Year – % of Students Scoring Levels 3-5**	**Goal for Plan Year – % of Students Scoring Levels 3-5**
K	16%	14%	61%	63%
1	21%	19%	63%	65%
2	20%	18%	56%	58%
3	13%	11%	65%	67%
4	15%	13%	65%	67%
5	11%	9%	71%	73%
6	13%	11%	68%	70%
7	14%	12%	69%	71%
8	14%	12%	69%	71%
9	16%	14%	65%	67%
10	14%	12%	68%	70%

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	Ongoing Data: • FAST and FAST- STAR Progress Monitoring Data (PM1, PM2, PM3) • iReady Inform Data • MTSS Data • Quarterly data analysis	Ongoing Data: • FAST and FAST- STAR Progress Monitoring Data (PM1, PM2, PM3) • iReady Inform Data • MTSS Data • Classroom-based assessments • Florida Teacher Evaluation Model (FTEM) observations • Monthly PLC meetings • Quarterly Data Analysis
Actions for continuous support and improvement	• Instructional reviews/instructional rounds • Teacher on Special Assignment (TSA) support • Literacy Coach meetings and professional development • District professional development for instructional staff	• Instructional Rounds • Classroom walkthroughs and observations • Lesson plan review • Collaborative planning • Professional Development- Early Release Days and Professional Development Days • PLC meetings

	• Principal Dialogue at monthly meetings	• Progress toward Literacy Leadership Team Goals
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	Ongoing Data: • FAST Progress Monitoring Data (PM1, PM2, PM3) • Lexia data • MTSS Data • Quarterly data analysis	Ongoing Data: • FAST Progress Monitoring Data (PM1, PM2, PM3) • Lexia data • MTSS Data • Classroom-based assessments • Florida Teacher Evaluation Model (FTEM) observations • Monthly PLC meetings • Quarterly data analysis
Actions for continuous support and improvement	• Instructional reviews/instructional rounds • Teacher on Special Assignment (TSA) support • Literacy Coach meetings and professional development • District professional development for instructional staff • Principal Dialogue at monthly meetings	• Instructional Rounds • Classroom walkthroughs and observations • Lesson plan review • Collaborative planning • Professional Development-Early Release Days and Professional Development Days • PLC meetings • Progress toward Literacy Leadership Team Goals
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	Ongoing Data: • FAST Progress Monitoring Data (PM1, PM2, PM3) • Lexia data • MTSS Data • Quarterly data analysis	Ongoing Data: • FAST Progress Monitoring Data (PM1, PM2, PM3) • Lexia data • MTSS data • Classroom-based assessments • Florida Teacher Evaluation Model (FTEM) observations • Graduation Report • Monthly PLC meetings • Quarterly data analysis
Actions for continuous support and improvement	• Instructional reviews/instructional rounds • TSA support • Literacy Coach meetings and professional development	• Instructional Rounds • Classroom walkthroughs and observations • Lesson plan review • Collaborative planning • Professional Development-Early Release Days and

	• District professional development for instructional staff • Principal dialogue at monthly meetings	Professional Development Days • PLC meetings • Progress toward Literacy Leadership Team Goals

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

Based on the District CERP Reflection Tool and a root-cause analysis of student performance data, revisions to the district's Comprehensive Evidence-Based Reading Plan (CERP) include a strengthened focus on administrator capacity in literacy leadership and evidence-based reading instruction. Professional learning for school administrators will incorporate key components of the K–12 CERP, the science of reading, and research-supported instructional practices to support a shared understanding of effective literacy instruction.

The district also strengthened support for school-based Literacy Leadership Teams through ongoing examination of literacy goals and student data during principal and assistant principal meetings. District Literacy Coordinators and school-based Literacy Coaches will engage administrators in learning focused on effective literacy practices, instructional materials, and assessment use.

Additionally, administrators and literacy coaches will work alongside teachers through professional learning, classroom observations, and targeted feedback to strengthen implementation. The district will continue to enhance instruction and resources for students receiving Tier 2 and Tier 3 intervention, including students with characteristics of dyslexia, while strengthening Tier 1 instruction through professional learning aligned to Florida's Formula for Reading Success.

Dr. Gladys Vega and Dr. Iris Borghese, our State Regional Literacy Director(s), have continued to be a resource in the implementation of ELA B.E.S.T. Standards. We will continue to capitalize on their knowledge and expertise.

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

Principals will monitor implementation of the reading plan through monthly Literacy Leadership Team meetings. During these meetings, the team will review student performance data, literacy goals, and evidence gathered through classroom visits to identify strengths and areas for improvement. Based on the findings, the team will establish action steps to support implementation and improve student outcomes. Progress toward these action steps will be reviewed at subsequent Literacy Leadership Team meetings and adjusted as needed based on current data and evidence.

Reading walkthroughs will be conducted regularly by administrators and members of the school leadership team throughout the school year. During leadership meetings, grade levels or course levels will be identified for focused walkthroughs and assigned to members of the leadership team. Walkthrough responsibilities will rotate to provide opportunities for leaders to observe literacy instruction across multiple classrooms and grade levels. Evidence collected during walkthroughs will be reviewed by school leaders and used to inform feedback, professional learning, instructional planning, and school-based support.

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 monitor the collection and use of assessment data through ongoing Professional Learning Community (PLC) meetings and school-based data review processes. During these meetings, teachers analyze assessment and progress monitoring data to identify student strengths, areas of need, and instructional priorities. Students requiring additional support are provided targeted interventions, with plans outlining the intervention focus, instructional resources, frequency and duration of support, and personnel responsible for implementation. Student progress is monitored regularly, and instructional adjustments are made based on evidence of growth and response to intervention.

In addition, Collier County Public Schools conducts a Data Dialogue process three times each year with principals, assistant principals, School Leadership Directors, and district Teaching and Learning staff. During these meetings, schools review assessment and progress monitoring data, analyze trends in student performance, and identify priorities for improvement. Schools share action plans and effective practices, while district staff use the information to develop differentiated support plans designed to strengthen instruction and address identified needs.

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?**

Principals receive training on the district's literacy coaching model and expectations for literacy coaching. District expectations are communicated during beginning-of-year administrator meetings and reinforced through ongoing discussions, progress monitoring, and administrator meetings throughout the school year. Literacy-focused instructional rounds provide opportunities for principals to observe the coaching model in practice and strengthen their understanding of effective literacy instruction. District staff also conduct instructional reviews at schools identified through data or leadership transitions to provide additional support for school leaders and literacy coaches.

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

Literacy coaches are supported throughout the school year through monthly literacy coach meetings that provide professional learning focused on coaching practices, collaboration, instructional priorities, and effective implementation of district curriculum and instructional materials. Coaches also participate in additional professional learning during preservice and district professional learning opportunities.

Schools identified through student performance data may receive additional support from district literacy staff, including collaborative planning, professional learning, and job-embedded coaching. New literacy coaches receive differentiated support through additional meetings focused on identified needs and are partnered with a district literacy specialist who serves as a mentor throughout their transition into the role.

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 supports literacy coaches in prioritizing high-impact activities through monthly literacy coach meetings, ongoing professional learning, and differentiated support from district literacy staff. Professional learning topics are informed by coach feedback, school needs, and analysis of student performance data to ensure coaching efforts remain focused on improving instructional outcomes.

Coaches are supported in using data to identify instructional priorities, establish goals, develop action plans, and monitor progress with teachers. Monthly coach meetings include collaborative analysis of district and school data, opportunities to refine coaching practices, and learning focused on supporting effective instruction and intervention within the MTSS framework. Additional support is provided to coaches and schools based on identified needs.

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

The district monitors implementation of the literacy coach model through monthly literacy coach meetings, ongoing collaboration with district literacy staff, and support provided in schools. During monthly meetings, coaches engage in reflection on their practice, share effective strategies, discuss challenges, and problem-solve areas of need. These discussions provide opportunities for district staff to monitor coaching priorities and implementation across schools.

District literacy specialists also work alongside coaches, particularly in schools identified for additional support, to build coaching capacity and provide feedback. Through collaborative planning, data analysis, coaching cycles, and job-embedded support, district staff monitor the implementation of the literacy coach model and ensure coaching efforts remain aligned to school and district literacy goals.

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

The district measures the effectiveness of literacy coaches through multiple sources of evidence related to instructional implementation, educator practice, and student outcomes. Evidence includes changes in classroom instruction aligned to evidence-based literacy practices, teacher growth, implementation of district literacy initiatives, and student performance on literacy assessments, including FAST progress monitoring.

The district also examines the extent to which literacy coaches support school literacy goals through data analysis, collaborative planning, professional learning, and support for Tier 1 instruction and intervention efforts. Evidence of impact may include progress toward school improvement goals, implementation data, collaboration artifacts, and student growth in targeted literacy areas.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

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

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

The vision for literacy instruction in Collier County is centered on developing thoughtful, engaged readers and writers through meaningful, standards-aligned learning experiences. Students participate daily in reading, writing, listening, speaking and discussion that are grounded in a knowledge-building curriculum aligned to the B.E.S.T. ELA Standards. These experiences are designed to strengthen literacy skills while fostering critical thinking and deeper understanding of content across disciplines.

District-developed curriculum guides and instructional resources provide teachers with clear guidance for implementing systematic, explicit, and multisensory instruction in foundational skills, vocabulary development, language comprehension, reading comprehension, and written and oral communication. Additionally, standards-aligned instructional materials are intentionally designed to support the development of reading, writing, listening, and speaking skills from pre-kindergarten through Grade 12. Through these high-quality instructional experiences, students regularly engage with a wide range of complex and meaningful texts, building both literacy proficiency and content knowledge over time.

To support Florida's Formula for Reading Success, the District promotes alignment across the six components of reading through ongoing professional learning that emphasizes both instructional practice and student impact. Professional learning opportunities help educators translate research-based literacy practices into effective classroom instruction that supports all learners, including students with disabilities and English language learners.

The district utilizes four types of assessments to gather meaningful information that supports data-driven instructional decisions and improves outcomes for students. The i-Ready Diagnostic serves as a pre-screener for students who may demonstrate characteristics of a reading deficiency, including dyslexia. In addition, the assessment provides diagnostic information that helps identify students' strengths and areas of need while monitoring growth throughout the school year for students in grades K–5.

Students in grades K–10 participate in the state FAST Progress Monitoring assessments three times each year. These assessments provide valuable information regarding student progress, strengths, and areas requiring additional support. Summative assessment data are collected through end-of-unit or module assessments as well as district course assessments at the secondary level.

All students receive high-quality Tier 1 instruction and are provided accommodations as identified through an IEP or Section 504 Plan, when applicable. Instruction is differentiated based on student needs, and appropriate scaffolds are provided to support access to grade-level learning. Teachers utilize ongoing monitoring and corrective feedback as part of the instructional process to support student growth and achievement.

For students demonstrating a reading deficiency, additional support is provided through Tier 2 and Tier 3 interventions. The district regularly monitors its Early Warning System to identify students who may require more intensive support and to ensure interventions are provided in a timely manner. Based on multiple sources of student data, targeted intervention is delivered in the identified area of need, including decoding, language comprehension or reading comprehension, to accelerate student progress and improve literacy outcomes.

Our strategic plan prioritizes early literacy and reading achievement for students with disabilities through clearly defined goals and intentional systems of support. Specifically, the plan includes dedicated objectives aimed at increasing reading proficiency rates among students with disabilities. These goals emphasize the use of evidence-based instructional practices, ongoing progress monitoring, and data-driven interventions tailored to individual student needs.

In addition, the plan reinforces the critical role of IEP teams in developing reasonably calculated, individualized education plans designed to ensure student success. IEP team members collaboratively design and implement plans that include clearly described, appropriate services and supports aligned to each student's unique needs. Measurable annual goals are directly connected to students' present levels of performance, ensuring that instruction, interventions, and services are purposefully aligned to promote meaningful progress in reading and overall academic achievement.

The District aligns K-12 reading instruction to Florida's Formula for Reading Success for students with disabilities in the following ways:

- Each school receives allocations for certified ESE Inclusion teachers based on the enrollment of students with disabilities.
- The ESE Inclusion teacher provides specially designed instruction according to the student's IEP goals.
- Instructional approaches are intentionally selected based on the student's unique learning profile, addressing individual strengths and areas of need to support meaningful progress.
- IEP goals in the area of reading focus on one or more of the six components of reading and are identified using screening and diagnostic assessments.
- Once goals are identified, progress is monitored every three weeks using classroom-based measurements and summative assessments.
- Progress is regularly communicated with parents and caregivers, fostering ongoing collaboration and ensuring families are informed partners in supporting their child's reading development and overall progress.
- Students with IEPs receive specially designed instruction focused on IEP goals in addition to the three tiers of instruction.

English Language Learners (ELLs) remain a key priority within the Strategic Plan. The targeted objective is to increase reading proficiency rates among ELL students in grades 3 - 10 as demonstrated on state and district reading assessments. To support this goal, vocabulary instruction is prioritized through the consistent implementation of research-based strategies across ELA and all content areas. These approaches are designed to enhance comprehension while intentionally building students' academic language.

To support this goal, vocabulary instruction is prioritized through the consistent implementation of research-based strategies across ELA and all content areas. These approaches are designed to enhance comprehension while intentionally building students' academic language.

In addition, the SWIRL initiative (Speaking, Writing, Interaction, Reading, and Listening) has been intentionally embedded across all content areas to increase structured opportunities for language use throughout the instructional day. SWIRL supports students in actively practicing language in meaningful contexts, which is critical for English language development and content mastery.

Student progress is also monitored through WIDA ACCESS proficiency levels, which measure growth in listening, speaking, reading, and writing on a scale from Level 1 (Entering) to Level 6 (Reaching). By analyzing both FAST ELA outcomes and WIDA ACCESS growth, the district ensures that students' academic achievement is considered alongside their language development, allowing for more targeted instruction and support.

The District aligns K-12 reading instruction with Florida's Formula for Reading Success for students identified as English Language Learners (ELL):

- Each elementary school receives allocations for ELL Immersion Resource teachers and ELL tutors based on the enrollment of LY-identified students.
- Secondary schools receive allocations based on the instructional model at the school: Sheltered classes or Clustered classes.
- The ELL Immersion teacher provides specialized instruction tailored to the student's WIDA ACCESS level.
- Reading support focuses on the four language proficiency domains: listening, speaking, reading, and writing.
- Each school chooses an instructional model, either sheltered or immersive, based on the numbers of ELL students enrolled.
- After selecting the model, ELL support is provided by an ELL Immersion teacher and tutor.
- Progress is monitored using classroom-based measurements (iReady, Lexia English, Time Zone) and summative assessments (WIDA ACCESS, FAST).

It's important to note that ELL students have access to the same curriculum materials as their non-ELL peers. In addition to the general curriculum, ELL students receive Tier 1 instructional accommodations aligned with the Florida Consent Decree and Programmatic Education Plans to ensure access to core instruction.

Secondary Tier 2 ELL students have access to Lexia (English), StudySync Newcomers EL Support, and Time Zones. Elementary Tier 3 students have access to Spire, a strong evidence-based reading intervention program as well as Wilson Fundations, which incorporates phonological awareness, phonics, spelling, fluency, and vocabulary. The recommended resources are student-centered, focus on the strengths and needs of ELLs, and are aligned to the WIDA English Language Development Standards.

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.**

All CCPS Pre-K programs use Florida's Early Learning and Developmental Standards (FELDS) to guide their instructional model. Explicit whole group instruction in each program component is extended through practice in teacher-led small group activities and independent use at learning centers. The curriculum resources provide teachers with background knowledge of developmentally appropriate instructional practices and classroom setup for preschool age children.

All VPK classrooms use a research-based curriculum that contains comprehensive literacy-focused curriculum designed to encourage children's creativity, curiosity, and persistence. The curriculum uses conversations to build students' vocabulary knowledge, extend their language skills, and increase their knowledge of the world around them. Language and literacy are developed through read-alouds and focus on print concepts, letter names and sounds, phonological awareness, and writing. Reading aloud to children reinforces their understanding of print and provides opportunities for them to see letters and words and hear the sounds that the letters make. Reading aloud helps children develop vocabulary skills and comprehensive skills as well as knowledge of story structure. The teacher introduces print concepts and model strategies for children to use as they learn about print through reading and writing. It provides children with an opportunity to understand how to access their knowledge in a way that will help them understand the words in a text. Children learn the names and sounds of letters by working with a cluster of letters. Letter clusters are created by assessing children's recognition of upper- and lowercase letters. Children are provided with explicit instruction in letter recognition. Both uppercase and lowercase letters are taught at the same time to improve children's recognition of letters and their sounds. Children move through the levels of phonological awareness by starting at the beginning levels (Levels 1-6) to gain a solid foundation and then moving through the more advanced levels (Levels 7-12) as they demonstrate success. Phonics connection activities are provided to give children opportunities to connect phonological awareness with print. Children begin to write by scribbling, drawing, and writing letter-like formations, strings of letters, and then words. Teachers help children move through the characteristics of writing by participating in daily writing experiences.

Pre-K ESE classrooms utilize the Frog Street Pre-K curriculum, which encompasses a wide body of research-based practices and brain-based research to encourage the social and emotional, physical, language, and cognitive development of a child. The curriculum is designed to build students' background knowledge, receptive and expressive language, and early literacy skills through meaningful learning experiences. Read-alouds, aligned with the monthly theme, are used to emphasize vocabulary development. Follow-up activities provide additional practice and opportunities to deepen understanding of the topic and reinforce targeted skills. Through these experiences, students also develop concepts of print as well as alphabet and sound knowledge.

A variety of assessments are used throughout the year to measure students' progress and inform instructional decision-making.

In all Pre-K classrooms, Teaching Strategies Gold (TSG) is used for quarterly monitoring and reporting of student progress across nine learning domains against widely held expectations on the developmental continuum for preschool students. TSG provides teachers with information on what the student is "ready to learn" next based on their current levels. This allows teachers to differentiate and level instruction for all learners. Assessments are given multiple times per year to monitor student progress in recognizing both uppercase and lowercase letters.

In VPK classrooms, monthly phonological awareness checks are given to ensure students are acquiring the skills taught for the month. In addition, the statewide, standardized progress monitoring program known as the VPK Florida Assessment of Student Thinking (VPK-FAST) Star Early Literacy is administered three times per year to assess and monitor VPK student achievement of the performance standards in early literacy and mathematics. VPK-FAST results are part of the VPK Provider Performance Metric and used to identify student achievement and learning gains. VPK Program Quality is measured by the Classroom Scoring System (CLASS) program assessment. CLASS is an evidence-based observational tool used to assess the effectiveness of teacher-child interactions in the classroom, focusing on the following domains: Emotional Support, Classroom Organization, and Instructional Support. Research supports that quality interactions between adults and children promote children's social and cognitive development helping them thrive in their learning environments and directly influences student achievement. Results are used to determine areas of need for professional learning to ensure that students are receiving rigorous, developmentally appropriate instruction in all areas, including language development and literacy.

In addition, Pre-K teachers complete the Child Outcomes Summary (COS) in accordance with the state mandated exit assessment for each student with an IEP. The COS is a process used in special education to track a child's development in three key areas: positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet needs. The COS utilizes a team-based process involving discussion about the child's functioning across settings and situations by those who know the child best, such as family members and practitioners to document the progress of each student.

Overall, the data from TSG, letter/sound assessments, phonological awareness assessments, VPK-FAST, and COS (when applicable) is used to guide literacy instruction and adjust when needed. Small group composition and content are based on the data of these assessments. These tools, together with CLASS are used by early learning literacy coaches to support progress toward kindergarten readiness goals. Early learning literacy coaches assist teachers in identifying adjustments needed in small group composition, targeted skills instruction, pacing, and differentiation.

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

CCPS uses a comprehensive curriculum from Frog Street in all Pre-K classrooms, providing explicit whole group instruction in each program component with extended practice in teacher-led small group activities and independent use at learning centers. Instructional materials are aligned to Florida's Early Learning and Developmental Standards (FELDS). Teachers follow a District developed instructional calendar to ensure all learning areas are covered. The curriculum is a theme-based, comprehensive literacy-focused curriculum designed to encourage children's creativity, curiosity, and persistence. Monthly instructional guides provide structure for students to develop the literacy and language skills students need to become successful readers through high-quality informational and narrative children's books. In addition to teachers' monthly thematic unit guides with accompanying books to support the theme, materials include thematic poems, phonological awareness and phonics connections materials, vocabulary cards, word wall and high frequency word cards, print concepts support materials, alphabet songs and posters, along with an assessment toolkit.

Pre-K ESE classrooms utilize the Frog Street Pre-K curriculum, which is organized around thematic units. Teacher guides and strategy cards are provided so teachers can implement key strategies for phonological awareness, alphabet knowledge, read-alouds, expressive writing, and math concepts. Literature and informational books, along with developmental storybooks that are told at different levels, accompany each monthly theme. In addition, there are various hands-on supports such as letter, vocabulary, and thematic card sets for developing vocation and matching, sorting, and sequencing. Visuals, including photo cards and posters, further support each theme.

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.**

CCPS Pre-K follows guidance from the state's Department of Early Learning (DEL) to support students who demonstrate a Substantial Deficiency in Early Literacy Skills.

After administration of each VPK FAST Progress Monitoring period, the CCPS Pre-K Team analyzes students' data to identify VPK students with a substantial deficiency in reading who need interventions.

When students demonstrate a substantial deficiency in early literacy, teachers and other professionals collaborate with parents to develop an appropriate plan for intervention using a problem-solving process. Student Success Plans (SSPs) are developed and parents are informed monthly of the progress in the interventions.

CCPS Pre-K teachers consistently implement explicit standard-based early literacy interventions in small groups that focus on increasing students' specific early literacy skills that need improvement, such as alphabetic and print knowledge, phonological awareness, language, and/or vocabulary using intensive, explicit, systematic, and multisensory methods. VPK intervention materials consist of developmentally appropriate and research-based supplemental curriculum, along with student centered activities from the Florida Center for Reading Research (FCRR).

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Dyslexia Screener (iReady)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
iReady Inform	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

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

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

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

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
    - For kindergarten, the student scores below the tenth (10^{th}) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning,

middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.;
    - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
    - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

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

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

If a student meets any of the following criteria, the student will be referred to the school's MTSS team to engage in the problem-solving process and triangulate all available student data to consider drafting a Student Success Plan (SSP) that includes Tier 2 and Tier 3 interventions, which will begin immediately. Tier 3 interventions are delivered by a teacher who has reading certification, endorsement, or Micro-credential from Lastinger Learning. Progress monitoring will occur bi-weekly to address any changes needed to close the achievement gap.

Criteria:

- Non-LY* student scores significantly below grade level on the state accountability assessment and scores below grade level as indicated on the supplemental reading resource diagnostic assessment.
- Non-LY* student scores two or more grade levels below current grade on oral reading fluency.
- Non-LY* student scores Level 1 on the FAST Progress Monitoring Assessment.
- Teacher recommendation to the school MTSS team based on demonstrated student performance that indicates a substantial reading deficiency (minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension).

*LY as defined by the FLDOE: The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.

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

If a student meets any of the following criteria, the student will be referred to the school's MTSS team to engage in the problem-solving process and triangulate all available student data to consider drafting a Student Success Plan (SSP) that includes Tier 2 and Tier 3 interventions, which will begin immediately. Tier 3 interventions are delivered by a teacher who has reading certification, endorsement, Micro-credential from Lastinger Learning. Progress monitoring will occur bi-weekly to address any changes needed to advance closing the achievement gap.

Criteria:

- Non-LY* student scores significantly below grade level on the state accountability assessment and scores below grade level as indicated on the supplemental reading resource diagnostic assessment.

- Non-LY* student scores two or more grade levels below current grade on oral reading fluency.
- Non-LY* student scores Level 1 on the FAST Progress Monitoring Assessment.
- Teacher recommendation to the school MTSS team based on demonstrated student performance that indicates a substantial reading deficiency (minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension).

*LY as defined by the FLDOE: The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.

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. 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 follows a systematic multi-step process to identify K–3 students who demonstrate characteristics of dyslexia and ensure timely intervention through the Multi-Tiered System of Supports (MTSS).

Universal Screening and Data Review

- All K–3 students participate in universal screening using FAST-STAR and the iReady Inform.
- Students scoring below the 20th percentile on FAST-STAR and/or the iReady Inform are flagged for additional review.
- An Oral Reading Fluency (ORF) measure of words correct per minute is given and entered into the iReady platform. These results generate a Literacy Benchmark Indicator identifying students who may require further screening.

Additional Dyslexia Risk Screening

- Students identified through screening data, teacher observation, or ongoing progress monitoring are administered the iReady Literacy Tasks, which include one-on-one assessments of decoding and automaticity.
- The iReady Dyslexia Risk Factor Screener categorizes students as demonstrating no observed risk, some risk, or at risk for characteristics associated with dyslexia.
- Students who demonstrate characteristics of dyslexia, evidenced by weaknesses in two or more of the following areas- phonological awareness, phonics, phonological memory, blending, or reading fluency- and who are not demonstrating mastery of grade-level standards are referred to the school's MTSS problem-solving team.

MTSS and Tier 3 Intervention

- Students demonstrating characteristics of dyslexia are referred to the school's MTSS problem-solving team. The MTSS team develops a Student Success Plan (SSP) outlining targeted goals, intervention strategies, and progress-monitoring procedures.
- Tier 3 interventions are initiated for students identified as having characteristics of dyslexia.
- Progress is monitored regularly, and intervention effectiveness is reviewed through the MTSS process to determine ongoing instructional support needs.

This process ensures early identification, data-based decision making, and the provision of intensive intervention for students demonstrating characteristics of dyslexia in accordance with section 1008.25(9), Florida Statutes.

3b Students with characteristics of dyslexia require additional screening pursuant to s. 1008.25(9), F.S. List the screener(s) utilized..

- iReady Inform + Oral Reading Fluency
- iReady Literacy Tasks

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

The district utilizes a continuous improvement process to identify and address barriers to effective Tier 1 instruction in grades K–5. As part of this process, schools purposefully schedule students based on prior-year performance data to create classroom groupings that support access to grade-level instruction and allow teachers to more effectively meet student needs. The goal is to create classrooms with a narrower range of performance levels, enabling more targeted instruction and support within Tier 1.

At the school level, Literacy Leadership Teams, administrators, literacy coaches, and teachers regularly review classroom observation data, formative assessment results, student work, and progress-monitoring data to evaluate the effectiveness of core instruction. Grade-level data chats are conducted regularly to monitor student progress, identify instructional strengths and areas of need, and make adjustments to instruction based on student performance.

During weekly PLC and collaborative planning meetings, teachers and literacy coaches analyze formative assessment and progress-monitoring data, identify standards and skills requiring additional instructional support, and develop instructional responses to address identified needs. When decreased student progress is evident, teams review curriculum implementation and instructional practices to determine whether adjustments are needed to improve student outcomes. Additional support from literacy coaches and other instructional staff is provided as needed.

At the district level, FAST and STAR progress-monitoring data, iReady Inform data, and MTSS data are reviewed following each assessment administration and at designated intervals. District and school leaders analyze student performance trends to identify areas of strength and need and to determine appropriate supports.

Findings from classroom observations, student performance data, and implementation monitoring are used to inform professional learning, coaching support, instructional resource allocation, and targeted school-based assistance. This ongoing cycle of data analysis, instructional planning, implementation, and progress monitoring is used to strengthen Tier 1 instruction and improve student outcomes.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The district utilizes an ongoing MTSS problem-solving process to evaluate and improve the effectiveness of Tier 2 interventions in grades K–5. School-based MTSS Leadership Teams meet monthly to review and

triangulate multiple sources of data, including progress-monitoring results, diagnostic assessments, classroom performance, and intervention data, to determine each student's response to intervention.

The MTSS team analyzes student growth and fidelity of implementation to identify students who are responding to intervention, students requiring instructional adjustments, and students who may need more intensive support. Based on the data, teams determine appropriate next steps, which may include modifying intervention strategies, adjusting intervention groupings, increasing intervention intensity, or providing additional instructional support.

At the district level, MTSS data is regularly monitored by the Elementary Coordinator and Teachers on Special Assignment (TSAs) to identify trends in student performance and intervention effectiveness across schools. Findings from data reviews are used to provide targeted support, coaching, and technical assistance to schools to strengthen implementation and improve student outcomes.

This continuous cycle of data review, instructional problem-solving, intervention adjustment, and progress monitoring is used to improve the effectiveness of Tier 2 interventions and ensure students receive the support needed to make progress toward grade-level expectations.

6. **For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

The district utilizes an intensive MTSS problem-solving process to evaluate and improve the effectiveness of Tier 3 interventions in grades K–5. School-based MTSS Leadership Teams meet monthly to review individual student data, progress-monitoring results, diagnostic assessments, classroom performance, and intervention data, including attendance, fidelity of implementation, and rate of progress. This information is used to determine each student's response to intervention and identify areas requiring additional support or adjustment.

Bi-weekly progress monitoring and classroom observations are conducted to ensure students receiving Tier 3 interventions are making adequate progress. Grade-level Data Chats are held regularly to review student outcomes, evaluate the effectiveness of interventions, and make instructional adjustments. Teachers and literacy coaches also analyze formative assessment and progress-monitoring data during weekly PLC meetings. When students do not demonstrate adequate progress, teams evaluate intervention implementation and instructional practices to determine appropriate adjustments to increase the effectiveness and intensity of support.

At the district level, monthly monitoring ensures that every student identified through the Early Warning System has an appropriate plan of support in place. District Coordinators and Teachers on Special Assignment (TSAs) regularly review MTSS data and provide targeted technical assistance and support to schools as needed.

To support high-quality Tier 3 instruction, ongoing professional learning is provided for teachers, administrators, and instructional staff. Fidelity checks are conducted regularly to ensure interventions are implemented as designed and with the intensity necessary to accelerate student progress.

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:
Triangulated student data indicators include but are not limited to the following:
iReady score above 45th percentile
FAST STAR- Above 40 Percentile Rank (PR)
FAST- Level 3 or higher

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
iReady score above 45th percentile
FAST STAR- At/Above 40 Percentile Rank (PR)
FAST- Level 3 or higher (including prior year's performance on PM3)

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

Name of Program	Year of Program Adoption
Houghton Mifflin Harcourt (HMH) *Into Reading* Florida	2021 – 2022 school year
Wilson Fundations is used for foundational skills instruction in grades K-3	2023-2024 school year, supplemental

Additional performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Students may be considered for Tier 2 interventions when they have received differentiated Tier 1 instruction, including appropriate scaffolds and supports, for a sustained period of time and are not demonstrating adequate progress toward grade-level expectations.

Multiple sources of data are reviewed to determine the need for Tier 2 support. Data indicators may include, but are not limited to:

- Classroom-based assessment data (e.g., unit/module assessments, letter and sound identification, high-frequency word acquisition, and fluency measures) consistently demonstrating performance at or below 60% of expected quarterly benchmarks.
- iReady Inform scores below the 25th percentile.
- FAST-STAR screening results below the 25th percentile rank for students in grades K–2.
- FAST achievement levels of Level 2 or below for students in grades 3–5.

These data sources are considered collectively, along with teacher observations and classroom performance, to determine whether additional targeted intervention is needed to accelerate student learning and support progress toward grade-level proficiency.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

- FAST-STAR and/or iReady Inform: Decline to a below proficient score or lack of progress from one assessment period to the next
- FAST- STAR- below 40 Percentile Rank (PR)

- FAST equivalent Level 1 or 2
- iReady score below 25th percentile
- Grade K-2 FAST- STAR below 25 PR (including prior year's performance on PM3)
- Grades 3-5 FAST Level 2 or below (including prior year's performance on PM3)

Number of times per week interventions are provided:
Minimum 3 times per week or more if determined by MTSS Leadership Team

Number of minutes per intervention session:
Minimum 15 minutes or more if determined by MTSS Leadership Team

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Into Reading: Word Study Studio	**None**	HMH Into Reading: Word Study Studio does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* • Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters – *Strong Evidence* • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words – *Strong Evidence* • Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – *Strong Evidence* *Providing Reading Interventions for Students in Grades 4–9* • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by embedding explicit, systematic instruction in phonological awareness, phonics,

		and word recognition strategies. The program integrates practice with decodable texts, structured word study routines, and vocabulary-building activities that align with evidence-based practices in foundational literacy skills. The district will support and monitor implementation of this program through a structured Canvas repository housing materials and indicating use. Assessment data from progress monitoring tools will be analyzed during grade-level or PLC meetings to adjust instruction and identify areas needing additional support. This will include professional learning opportunities such as initial training sessions for coaches who will act as a train-the-trainer at each school site. Additionally, job-embedded support will be provided through modeling lessons, co-teaching, and targeted mentoring for new or struggling teachers.
HMH Into Reading: Rigby Leveled Readings/Read and Respond Journals	**None**	HMH Into Reading: Rigby Leveled Readers / Read and Respond Journals does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* • Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters – *Strong Evidence* • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words – *Strong Evidence* • Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – *Strong Evidence* *Providing Reading Interventions for Students in Grades 4–9*

		• Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by designing a reading structure that allows students to access appropriately challenging texts daily, thereby promoting fluency, decoding, and comprehension. The Rigby Readers offer structured opportunities for supported reading, with targeted vocabulary and decoding support. The Read and Respond Journals provide structured prompts and scaffolds that encourage students to analyze word parts, respond to text-based questions, and develop written responses aligned with comprehension-building strategies. The design ensures repeated exposure to high-frequency words and multisyllabic vocabulary, supporting both foundational and higher-level reading skills. The district will support and monitor implementation of this program through a structured Canvas repository housing materials and indicating use. Assessment data from progress monitoring tools will be analyzed during grade-level or PLC meetings to adjust instruction and identify areas needing additional support. This will include professional learning opportunities such as initial training sessions for coaches who will act as a train-the-trainer at each school site. Additionally, job-embedded support will be provided through modeling lessons, co-teaching, and targeted mentoring for new or struggling teachers.
Wilson Fundations K-3	**None**	Wilson Fundations does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide

		Recommendation(s) support the program: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* • Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters – *Strong Evidence* • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words – *Strong Evidence* These recommendations were built into the program by providing a structured, multisensory, and systematic approach to foundational literacy skills, including phonological awareness, phonics, high-frequency word recognition, handwriting, and spelling. Fundations is designed with daily, explicit instruction in sound-symbol relationships, word structure, and sentence-level skills. Instruction follows a cumulative scope and sequence and includes built-in progress monitoring to ensure mastery before moving forward. The program incorporates direct teaching of phonemic awareness and decoding strategies that align directly with research-based recommendations. The district will support and monitor implementation of this program by providing teachers with instructional guides and materials, and using walkthrough tools during regular classroom walkthroughs. Instructional coaches will model lessons, conduct observations with feedback, and facilitate data discussions to monitor student progress. Ongoing use of unit assessments will allow teachers to make informed instructional decisions and plan diagnostically to best meet student needs. This will include professional learning opportunities including training in Wilson Fundations for all K–3 educators, ongoing refresher sessions reinforce implementation, and grade-level PLCs focused on analyzing student data and aligning instruction to student needs. Teachers will also have access to coaching

		support, including modeling of lessons and collaborative planning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
***IXL* (for DHH Students)**	**None**	IXL does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Improving Reading Comprehension in Kindergarten Through 3rd Grade* • Recommendation 1: Teach students how to use reading comprehension strategies – *Strong Evidence* • Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content – *Moderate Evidence* • Recommendation 3: Guide students through focused, high-quality discussion on the meaning of text – *Moderate Evidence* • Recommendation 4: Select texts purposefully to support comprehension development – *Minimal Evidence* • Recommendation 5: Establish an engaging and motivating context in which to teach reading comprehension – *Minimal Evidence* WWC Practice Guide: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* • Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters – *Strong Evidence* • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words – *Strong Evidence*

		WWC Practice Guide: *Providing Reading Interventions for Students in Grades 4–9* • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by offering personalized, skill-specific practice in phonics, vocabulary, fluency, and comprehension through interactive, adaptive technology. IXL's design allows students to engage in scaffolded instruction aligned to state standards and reading frameworks. For DHH students, visual models, immediate feedback, and data tracking support individualized learning and language development across foundational and comprehension skills. While IXL is not specifically designed for DHH learners, the visual and self-paced nature of the platform supports accessibility when paired with appropriate accommodations. **District Support and Monitoring of Program Implementation** **Usage Data** • Monitor IXL analytics (time on task, skills practiced, progress toward standards) for DHH students. • Compare participation and completion rates with district averages to ensure equity. **Progress Monitoring** • Align IXL data with IEP goals and quarterly reports. • Review skill accuracy, growth, and classroom transfer. **Feedback and Evaluation**

		• Gather feedback from teachers, interpreters, students, and DHH staff on accessibility and effectiveness. • Hold quarterly review meetings with DHH instructional teams to analyze data and identify improvements. **Accountability and Adjustment** • Principals and ESE leaders will review implementation progress during school leadership meetings. • Provide targeted professional learning and adjust resources if outcomes fall short. **Professional Learning Opportunities** **Training and Coaching** • Train DHH and general education staff on integrating IXL and using its data for targeted support. • Offer ongoing coaching and collaborative planning for effective DHH strategies. **Accessibility and Equity** • Configure IXL settings for DHH accessibility (e.g., captions, screen readers, amplification). • Develop supplemental supports (visuals, ASL tutorials, guides). • Make individualized program adjustments per IEP accommodations.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English- Teacher-led lessons (Lexia Lessons); Select Schools- • Estates Elementary • Golden Terrace Elementary • Mike Davis Elementary • Manatee Elementary • Palmetto Elementary • Sabal Palm Elementary	**None**	Lexia English does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* • Recommendation 1: Teach a set of academic vocabulary words intensively

		across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence* • Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development – *Moderate Evidence* These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice and refine pronunciation, while also tracking progress through embedded assessments. The district will support and monitor implementation of this program by systematically monitoring students' online practice activities and assessment results within the Lexia English Learning platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS. Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments.

		This will include professional learning opportunities offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and Lexia English program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program.

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

Multisensory instruction is defined as instruction including visual, auditory, and kinesthetic tactile modalities either consecutively or concurrently to improve student's ability to remember and learn literacy skills (International Dyslexia Association).

Wilson Fundations is provided as a multisensory intervention for K–3 students with a substantial deficiency in reading or characteristics of dyslexia. Fundations provides a structured, systematic, cumulative, and multisensory approach to foundational literacy instruction. The program includes daily explicit instruction in phonological awareness, phonics, high-frequency word recognition, handwriting, spelling, and sound-symbol relationships. Instruction follows a cumulative scope and sequence and includes built-in progress monitoring to ensure mastery before new skills are introduced. Students engage in visual, auditory, kinesthetic, and tactile learning activities designed to strengthen foundational reading skills and support the development of accurate and fluent reading.

The district supports and monitors implementation of Fundations by providing teachers with instructional guides, instructional materials, and professional learning for all K–3 educators. Ongoing support includes refresher training, grade-level PLCs focused on analyzing student data and aligning instruction to student needs, and coaching support through lesson modeling, collaborative planning, observations, and feedback. Implementation is monitored through regular classroom walkthroughs, use of walkthrough tools, analysis of unit assessment data, and ongoing review of student progress to ensure instructional decisions are responsive to student needs.

Multisensory strategies are grounded in the Orton-Gillingham approach according to the International Dyslexia Association. These strategies are often used together to support student acquisition and retention of reading skills.

Auditory strategies helps students develop phonemic awareness by focusing on hearing and processing sounds.

- Phoneme segmentation and blending (breaking apart and combining individual sounds in words)
- Dictation and sound-symbol correspondence

Visual strategies help students link sounds to letters and strengthen orthographic mapping.

- Color-coded letter tiles or word parts to visually distinguish phonemes and morphemes

- Graphic organizers (e.g., sound boxes, syllable charts)
- Posters for sound-symbol correspondence

Kinesthetic strategies use body movement to support learning concepts.

- Skywriting (writing letters in the air using large arm motions)

Tactile strategies

- Finger tracing

Integrated Multisensory Activities

- Orton-Gillingham-based routines (e.g., tapping, tracing, saying letter sounds while writing them)
- SPIRE 10-Step Lesson Routine, which includes blending, dictation, visual reading, oral reading, and written spelling tasks in an integrated format
- Elkonin Boxes with manipulatives, where students listen to a word, segment sounds, and push tokens into boxes while repeating the sounds

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

- iReady score below 15th percentile
- Grade K-2 FAST- STAR below 10 PR
- Grades 3-5 FAST Level 1

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

Beginning of Year Data

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

- Most recent iReady Inform (scoring one or more grade levels below)
- Student was retained in previous grade
- FAST/STAR Progress Monitoring Tool
  - Grade K-2 FAST- STAR below 10 PR (including prior year's performance on PM3) or the student is unable to complete the practice items on PM1 or PM2
  - Grade K-2 FAST-STAR Level 1 on PM3
  - Grade 3 FAST below 20 PR on PM1 or PM3
  - Grades 3-5 FAST Level 1 on PM3 (including prior year's performance on PM3)
- iReady score below 15th percentile
- Classroom-based measures (Unit/Module assessments, letter and sound identification, high-frequency words, fluency) consistently scoring 60% or below of expected quarterly performance

Number of times per week interventions are provided:
Daily or 150 minutes per week (the number of days and times can be flexible based on scheduling)

Number of minutes per intervention session:
Minimum 30 minutes daily or 150 minutes weekly

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Into Reading: Word Study Studio	**None**	HMH Into Reading: Word Study Studio does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide

		Recommendation(s) support the program: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* • Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters – *Strong Evidence* • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words – *Strong Evidence* • Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – *Strong Evidence* *Providing Reading Interventions for Students in Grades 4–9* • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by embedding explicit, systematic instruction in phonological awareness, phonics, and word recognition strategies. The program integrates practice with decodable texts, structured word study routines, and vocabulary-building activities that align with evidence-based practices in foundational literacy skills. The district will support and monitor implementation of this program through a structured Canvas repository housing materials and indicating use. Assessment data from progress monitoring tools will be analyzed during grade-level or PLC meetings to adjust instruction and identify areas needing additional support. This will include professional learning opportunities such as initial training sessions for coaches who will act as a train-the-trainer at each school site. Additionally, job-embedded support

		will be provided through modeling lessons, co-teaching, and targeted mentoring for new or struggling teachers.
SPIRE EPS Learning	**Promising**	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
***IXL* (for DHH Students)**	**Strong**	IXL does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Improving Reading Comprehension in Kindergarten Through 3rd Grade* • Recommendation 1: Teach students how to use reading comprehension strategies – *Strong Evidence* • Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content – *Moderate Evidence* • Recommendation 3: Guide students through focused, high-quality discussion on the meaning of text – *Moderate Evidence* • Recommendation 4: Select texts purposefully to support comprehension development – *Minimal Evidence* • Recommendation 5: Establish an engaging and motivating context in which to teach reading comprehension – *Minimal Evidence* WWC Practice Guide: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* • Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters – *Strong Evidence*

		• Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words – *Strong Evidence* WWC Practice Guide: *Providing Reading Interventions for Students in Grades 4–9* • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by offering personalized, skill-specific practice in phonics, vocabulary, fluency, and comprehension through interactive, adaptive technology. IXL's design allows students to engage in scaffolded instruction aligned to state standards and reading frameworks. For DHH students, visual models, immediate feedback, and data tracking support individualized learning and language development across foundational and comprehension skills. While IXL is not specifically designed for DHH learners, the visual and self-paced nature of the platform supports accessibility when paired with appropriate accommodations. **District Support and Monitoring of Program Implementation** **Usage Data** • Monitor IXL analytics (time on task, skills practiced, progress toward standards) for DHH students. • Compare participation and completion rates with district averages to ensure equity. **Progress Monitoring** • Align IXL data with IEP goals and quarterly reports. • Review skill accuracy, growth, and classroom transfer.

		Feedback and Evaluation • Gather feedback from teachers, interpreters, students, and DHH staff on accessibility and effectiveness. • Hold quarterly review meetings with DHH instructional teams to analyze data and identify improvements. **Accountability and Adjustment** • Principals and ESE leaders will review implementation progress during school leadership meetings. • Provide targeted professional learning and adjust resources if outcomes fall short. **Professional Learning Opportunities** **Training and Coaching** • Train DHH and general education staff on integrating IXL and using its data for targeted support. • Offer ongoing coaching and collaborative planning for effective DHH strategies. **Accessibility and Equity** • Configure IXL settings for DHH accessibility (e.g., captions, screen readers, amplification). • Develop supplemental supports (visuals, ASL tutorials, guides). • Make individualized program adjustments per IEP accommodations.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English- select school(s) Teacher-led lessons (Lexia Lessons)	**Strong**	Lexia English does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* • Recommendation 1: Teach a set of academic vocabulary words intensively

		across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence* • Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development – *Moderate Evidence* These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice and refine pronunciation, while also tracking progress through embedded assessments. The district will support and monitor implementation of this program by systematically monitoring students' online practice activities and assessment results within the Lexia English Learning platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS. Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments.

		This will include professional learning opportunities offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and Lexia English program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program.

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

Multisensory instruction is defined as instruction including visual, auditory, and kinesthetic tactile modalities either consecutively or concurrently to improve student's ability to remember and learn literacy skills (International Dyslexia Association).

In addition, SPIRE (EPS Learning) provides explicit, teacher-led multisensory instruction based on the science of reading in an easy to implement format. The goal of which is to transform beginning and striving students, and those with dyslexia, into successful readers. The intensive, sequential multisensory instruction of SPIRE® helps build skills for struggling readers as well as their understanding of written text.

Although EPS Learning does not meet strong, moderate or promising levels of evidence for grades PreK-3, the program is supported by the following IES Practice Guide Recommendations: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. The following IES Practice Guide Recommendations also support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Recommendation 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. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including 1 initial session (provided by the publisher), an initial six-week checkpoint, and quarterly professional learning supported by literacy coaches.

Multisensory strategies are grounded in the Orton-Gillingham approach according to the International Dyslexia Association. These strategies are often used together to support student acquisition and retention of reading skills.

Auditory strategies helps students develop phonemic awareness by focusing on hearing and processing sounds.

- Phoneme segmentation and blending (breaking apart and combining individual sounds in words)
- Dictation and sound-symbol correspondence

Visual strategies help students link sounds to letters and strengthen orthographic mapping.

- Color-coded letter tiles or word parts to visually distinguish phonemes and morphemes
- Graphic organizers (e.g., sound boxes, syllable charts)

- Posters for sound-symbol correspondence

Kinesthetic strategies use body movement to support learning concepts.

- Skywriting (writing letters in the air using large arm motions)

Tactile strategies

- Finger tracing

Integrated Multisensory Activities

- Orton-Gillingham-based routines (e.g., tapping, tracing, saying letter sounds while writing them)
- SPIRE 10-Step Lesson Routine, which includes blending, dictation, visual reading, oral reading, and written spelling tasks in an integrated format
- Elkonin Boxes with manipulatives, where students listen to a word, segment sounds, and push tokens into boxes while repeating the sounds

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: Month of June 2026, Monday-Thursday 7:50 am-2:40 pm (approximate)
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): *HMH Into Reading*: Fluency and Foundational Skills (Structured Literacy), Florida Assessment Preparation *Scholastic Lit Camp*
Alternative Assessment Used: iReady Inform, SAT 10
Additional Information (optional): Students who did not score a Level 2 or higher on FAST PM3 have the opportunity to take FAST during the summer testing window at Summer Reading Camp.

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☒**Yes** ☐**No**
If yes, please describe the grade level(s) that will be invited to participate. Grade 2, Grade 4

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	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 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?**
Diagnostic/Placement Assessment - Lexia PowerUp program	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Ongoing data analysis through the Lexia PowerUp program	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
WIDA Screener	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
WIDA ACCESS	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

If a student meets any of the following criteria, the student will be referred to the school's MTSS Leadership team to engage in the problem-solving process and triangulate all available student data to consider drafting a Student Success Plan (SSP) that includes Tier 2 and Tier 3 interventions, which will begin immediately. Tier 3 interventions will be delivered by a teacher who has reading certification, endorsement, or Micro-credential from Lastinger Learning. Progress monitoring will occur bi-weekly to address any changes needed to advance closing the achievement gap.

Criteria:

- Non-LY* Student who scores Level 1 or 2 on FAST progress monitoring assessment.
- Non-LY* student who scores two or more grade levels below current grade on oral reading fluency.
- Teacher recommendation to the school MTSS Leadership team based on demonstrated student performance that indicates a substantial reading deficiency (minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension).

*LY as defined by the FLDOE: The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

The district utilizes a continuous improvement process to identify and address barriers to effective Tier 1 instruction in grades 6-8. As part of this process, schools purposefully schedule students based on prior-year

performance data to create classroom groupings that support access to grade-level instruction and allow teachers to more effectively meet student needs. The goal is to create classrooms with a narrower range of performance levels, enabling more targeted instruction and support within Tier 1.

At the school level, Literacy Leadership Teams, administrators, literacy coaches, and teachers regularly review classroom observation data, formative assessment results, student work, and progress-monitoring data to evaluate the effectiveness of core instruction. Grade-level data chats are conducted regularly to monitor student progress, identify instructional strengths and areas of need, and make adjustments to instruction based on student performance.

During weekly PLC and collaborative planning meetings, teachers and literacy coaches analyze formative assessment and progress-monitoring data, identify standards and skills requiring additional instructional support, and develop instructional responses to address identified needs. When decreased student progress is evident, teams review curriculum implementation and instructional practices to determine whether adjustments are needed to improve student outcomes. Additional support from literacy coaches and other instructional staff is provided as needed.

At the district level, FAST progress-monitoring data and MTSS data are reviewed following each assessment administration and at designated intervals. District and school leaders analyze student performance trends to identify areas of strength and need and to determine appropriate supports.

Findings from classroom observations, student performance data, and implementation monitoring are used to inform professional learning, coaching support, instructional resource allocation, and targeted school-based assistance. This ongoing cycle of data analysis, instructional planning, implementation, and progress monitoring is used to strengthen Tier 1 instruction and improve student outcomes.

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The district utilizes an ongoing MTSS problem-solving process to evaluate and improve the effectiveness of Tier 2 interventions in grades 6-8. School-based MTSS Leadership Teams meet monthly to review and triangulate multiple sources of data, including progress-monitoring results, diagnostic assessments, classroom performance, and intervention data, to determine each student's response to intervention.

The MTSS team analyzes student growth and fidelity of implementation to identify students who are responding to intervention, students requiring instructional adjustments, and students who may need more intensive support. Based on the data, teams determine appropriate next steps, which may include modifying intervention strategies, adjusting intervention groupings, increasing intervention intensity, or providing additional instructional support.

At the district level, MTSS data is regularly reviewed by the Secondary ELA Instructional Coordinator, the Secondary ELA Teacher on Special Assignment (TSA) and the MTSS TSA to identify trends in student performance and intervention effectiveness across schools. Findings from data reviews are used to provide targeted support, coaching, and technical assistance to schools to strengthen implementation and improve student outcomes.

This continuous cycle of data review, instructional problem-solving, intervention adjustment, and progress monitoring is used to improve the effectiveness of Tier 2 interventions and ensure students receive the support needed to make progress toward grade-level expectations.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The district utilizes an intensive MTSS problem-solving process to evaluate and improve the effectiveness of Tier 3 interventions in grades 6-8. School-based MTSS Leadership Teams meet monthly to review individual student data, progress-monitoring results, diagnostic assessments, classroom performance, and intervention data, including attendance, fidelity of implementation, and rate of progress. This information is used to determine each student's response to intervention and identify areas requiring additional support or adjustment.

Bi-weekly progress monitoring and classroom observations are conducted to ensure students receiving Tier 3 interventions are making adequate progress. Grade-level Data Chats are held regularly to review student outcomes, evaluate the effectiveness of interventions, and make instructional adjustments. Teachers and literacy coaches also analyze formative assessment and progress-monitoring data during weekly PLC meetings. When students do not demonstrate adequate progress, teams evaluate intervention implementation and instructional practices to determine appropriate adjustments to increase the effectiveness and intensity of support.

At the district level, monthly monitoring ensures that every student identified through the Early Warning System has an appropriate plan of support in place. District Coordinators and Teachers on Special Assignment (TSAs) regularly review MTSS data and provide targeted technical assistance and support to schools as needed.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: • Students score a Level 3 or higher on previous year's FAST ELA PM3. • Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 80% or above of expected performance.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • FAST ELA Level 3 or higher and/or improved score at each assessment period PM1 to PM2 • Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 80% or above of expected performance.	
Core Instruction **Indicate the core curriculum utilized. Add additional rows as needed.**	
Name of Program	**Year of Program Adoption**
McGraw Hill StudySync	**2026 – 2027 school year**
Additional performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students may be considered for Tier 2 interventions when they have received differentiated Tier 1 instruction, including appropriate scaffolds and supports, for a sustained period of time and are not demonstrating adequate progress toward grade-level expectations.	

Triangulated student data indicators include but are not limited to the following:

- Classroom-based assessment data (e.g., unit/module assessments, letter and sound identification, high-frequency word acquisition, and fluency measures) consistently demonstrating performance at or below 60% of expected quarterly benchmarks.
- FAST PM1 and/or PM2 score at Level 2 or below.

These data sources are considered collectively, along with teacher observations and classroom performance, to determine whether additional targeted intervention is needed to accelerate student learning and support progress toward grade-level proficiency.

<table>
<tr><th colspan="3">Tier 1 Instruction + Tier 2 Interventions</th></tr>
<tr><td colspan="3">Beginning of Year Data</td></tr>
<tr><td colspan="3">Students who meet the following criteria at the beginning of the school year:
Students who score Level 1 or 2 on previous year's FAST ELA PM 3 and/or PM1 of the current year
Student who scores below grade level as indicated on the supplemental reading resource diagnostic assessment as listed on the Assessment Chart</td></tr>
<tr><td colspan="3">Number of times per week interventions are provided:
5
Number of minutes per intervention session:
20
Course(s) where interventions take place:
M/J Intensive Reading 1 1000010
M/J Intensive Reading 2 1000012
M/J Intensive Reading 3 1000014
MJ Lang Arts 1 ESOL 1002000
MJ Lang Arts 2 ESOL 1002010
MJ Lang Arts 3 ESOL 1002020
Developmental Language Arts through ESOL – Reading 1002181</td></tr>
<tr><td colspan="3">Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</td></tr>
<tr><td>Name of Program</td><td>ESSA Evidence Level</td><td>Verbiage (as needed)</td></tr>
<tr><td>Lexia PowerUp Teacher-led lessons</td><td>Promising
Resource is on State Intervention list</td><td></td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td colspan="3">Students with Disabilities</td></tr>
<tr><td>Name of Program</td><td>ESSA Evidence Level</td><td>Verbiage (as needed)</td></tr>
<tr><td>IXL (for DHH Students)</td><td>None</td><td>IXL does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:
WWC Practice Guide: Providing Reading Interventions for Students in Grades 4–9
• Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – Strong Evidence
• Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – Strong Evidence
These recommendations were built into the program by offering personalized, skill-specific</td></tr>
</table>

		practice in phonics, vocabulary, fluency, and comprehension through interactive, adaptive technology. IXL's design allows students to engage in scaffolded instruction aligned to state standards and reading frameworks. For DHH students, visual models, immediate feedback, and data tracking support individualized learning and language development across foundational and comprehension skills. While IXL is not specifically designed for DHH learners, the visual and self-paced nature of the platform supports accessibility when paired with appropriate accommodations. **District Support and Monitoring of Program Implementation** **Usage Data** • Monitor IXL analytics (time on task, skills practiced, progress toward standards) for DHH students. • Compare participation and completion rates with district averages to ensure equity. **Progress Monitoring** • Align IXL data with IEP goals and quarterly reports. • Review skill accuracy, growth, and classroom transfer. **Feedback and Evaluation** • Gather feedback from teachers, interpreters, students, and DHH staff on accessibility and effectiveness. • Hold quarterly review meetings with DHH instructional teams to analyze data and identify improvements. **Accountability and Adjustment** • Principals and ESE leaders will review implementation progress during school leadership meetings. • Provide targeted professional learning and adjust resources if outcomes fall short.

		Professional Learning Opportunities **Training and Coaching** • Train DHH and general education staff on integrating IXL and using its data for targeted support. • Offer ongoing coaching and collaborative planning for effective DHH strategies. **Accessibility and Equity** • Configure IXL settings for DHH accessibility (e.g., captions, screen readers, amplification). • Develop supplemental supports (visuals, ASL tutorials, guides). • Make individualized program adjustments per IEP accommodations.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English Teacher-led lessons	**None**	Lexia English does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* • Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence* • Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development – *Moderate Evidence*

		These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice and refine pronunciation, while also tracking progress through embedded assessments. The district will support and monitor implementation of this program by systematically monitoring students' online practice activities and assessment results within the Spark platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS. Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments. Professional learning opportunities will be offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and Lexia program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program.
Additional performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		

Students may be considered for Tier 3 interventions when they have received differentiated Tier 2 interventions, including appropriate scaffolds and supports, for a sustained period of time and are not demonstrating adequate progress toward grade-level expectations.

Triangulated student data indicators include but are not limited to the following:

- Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 60% or below of expected performance.
- MTSS/Response to Intervention (RtI) data points demonstrate consistent scoring 60% or below expected performance and/or showing no improvement
- Grades 6-8 FAST PM1 and/or PM2 score at Level 2 or below

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

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Student scores Level 1 or 2 on the FAST ELA PM3 from the previous year and/or FAST ELA PM1 of the current year
The student performs below grade level as indicated in the ongoing progress monitoring through Lexia PowerUp data and has not made progress with Tier 2 interventions.

Data should be triangulated and include students who have multiple indicators on Florida's Early Warning System.

Number of times per week interventions are provided:
3 -5
Number of minutes per intervention session:
20
Course(s) where interventions take place:
M/J Intensive Reading 1 1000010
M/J Intensive Reading 2 1000012
M/J Intensive Reading 3 1000014
MJ Lang Arts 1 ESOL 1002000
MJ Lang Arts 2 ESOL 1002010
MJ Lang Arts 3 ESOL 1002020
Developmental Language Arts through ESOL – Reading 1002181

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher-led lessons	**Promising Resource is on State Intervention list**	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

***IXL* (for DHH Students)**	**none**	IXL does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Providing Reading Interventions for Students in Grades 4–9* • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by offering personalized, skill-specific practice in phonics, vocabulary, fluency, and comprehension through interactive, adaptive technology. IXL's design allows students to engage in scaffolded instruction aligned to state standards and reading frameworks. For DHH students, visual models, immediate feedback, and data tracking support individualized learning and language development across foundational and comprehension skills. While IXL is not specifically designed for DHH learners, the visual and self-paced nature of the platform supports accessibility when paired with appropriate accommodations. **District Support and Monitoring of Program Implementation** **Usage Data** • Monitor IXL analytics (time on task, skills practiced, progress toward standards) for DHH students. • Compare participation and completion rates with district averages to ensure equity. **Progress Monitoring** • Align IXL data with IEP goals and quarterly reports. • Review skill accuracy, growth, and classroom transfer.

		Feedback and Evaluation • Gather feedback from teachers, interpreters, students, and DHH staff on accessibility and effectiveness. • Hold quarterly review meetings with DHH instructional teams to analyze data and identify improvements. **Accountability and Adjustment** • Principals and ESE leaders will review implementation progress during school leadership meetings. • Provide targeted professional learning and adjust resources if outcomes fall short. **Professional Learning Opportunities** **Training and Coaching** • Train DHH and general education staff on integrating IXL and using its data for targeted support. • Offer ongoing coaching and collaborative planning for effective DHH strategies. **Accessibility and Equity** • Configure IXL settings for DHH accessibility (e.g., captions, screen readers, amplification). • Develop supplemental supports (visuals, ASL tutorials, guides). • Make individualized program adjustments per IEP accommodations.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English Teacher-led lessons	**none**	Lexia English does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*

		• Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence* • Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development – *Moderate Evidence* These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice and refine pronunciation, while also tracking progress through embedded assessments. The district will oversee and support the implementation of this program by systematically monitoring students' online practice activities and assessment results within the Spark platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS. Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments.

		This will include comprehensive professional learning opportunities offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and National Geographic Learning program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program.

Grades 9-12

13. Grades 9-12 Assessments

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

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

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

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?**
Ongoing data analysis - Lexia PowerUp program	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
District-created Summative Assessment/Final Exam	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
WIDA Screener	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
WIDA ACCESS	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☐ Grade 12 ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed

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?**
assignments/assessments)				☐ Other
FAST ELA Reading-retake for students who did not score Level 3 the previous year	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
PSAT, SAT, ACT and CLT Exams for students who did not score Level 3 on the FAST the previous year	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

If a student meets any of the following criteria, the student will be referred to the school's MTSS Leadership team to engage in the problem-solving process and triangulate all available student data to consider drafting a Student Success Plan (SSP) that includes Tier 2 and Tier 3 interventions, which will begin immediately. Tier 3 interventions will be delivered by a teacher who has reading certification, endorsement, or Micro-credential from Lastinger Learning. Progress monitoring will occur bi-weekly to address any changes needed to advance closing the achievement gap.

Criteria:

- Non-LY* Student who scores Level 1 or 2 on FAST progress monitoring assessment.
- Non-LY* student who scores two or more grade levels below current grade on oral reading fluency.
- Teacher recommendation to the school MTSS Leadership team based on demonstrated student performance that indicates a substantial reading deficiency (minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension).

*LY as defined by the FLDOE: The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

The district utilizes a continuous improvement process to identify and address barriers to effective Tier 1 instruction in grades 9=12. As part of this process, schools purposefully schedule students based on prior-year performance data to create classroom groupings that support access to grade-level instruction and allow teachers to more effectively meet student needs. The goal is to create classrooms with a narrower range of performance levels, enabling more targeted instruction and support within Tier 1.

At the school level, Literacy Leadership Teams, administrators, literacy coaches, and teachers regularly review classroom observation data, formative assessment results, student work, and progress-monitoring data to evaluate the effectiveness of core instruction. Grade-level data chats are conducted regularly to monitor student progress, identify instructional strengths and areas of need, and make adjustments to instruction based on student performance.

During weekly PLC and collaborative planning meetings, teachers and literacy coaches analyze formative assessment and progress-monitoring data, identify standards and skills requiring additional instructional support, and develop instructional responses to address identified needs. When decreased student progress is evident, teams review curriculum implementation and instructional practices to determine whether adjustments are needed to improve student outcomes. Additional support from literacy coaches and other instructional staff is provided as needed.

At the district level, FAST progress-monitoring data and MTSS data are reviewed following each assessment administration and at designated intervals. District and school leaders analyze student performance trends to identify areas of strength and need and to determine appropriate supports.

Findings from classroom observations, student performance data, and implementation monitoring are used to inform professional learning, coaching support, instructional resource allocation, and targeted school-based assistance. This ongoing cycle of data analysis, instructional planning, implementation, and progress monitoring is used to strengthen Tier 1 instruction and improve student outcomes.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions.

The district utilizes an ongoing MTSS problem-solving process to evaluate and improve the effectiveness of Tier 2 interventions in grades 9-12. School-based MTSS Leadership Teams meet monthly to review and triangulate multiple sources of data, including progress-monitoring results, diagnostic assessments, classroom performance, and intervention data, to determine each student's response to intervention.

The MTSS team analyzes student growth and fidelity of implementation to identify students who are responding to intervention, students requiring instructional adjustments, and students who may need more intensive support. Based on the data, teams determine appropriate next steps, which may include modifying intervention strategies, adjusting intervention groupings, increasing intervention intensity, or providing additional instructional support.

At the district level, MTSS data is regularly reviewed by the Secondary ELA Instructional Coordinator, the Secondary ELA Teacher on Special Assignment (TSA) and the MTSS TSA to identify trends in student performance and intervention effectiveness across schools. Findings from data reviews are used to provide targeted support, coaching, and technical assistance to schools to strengthen implementation and improve student outcomes.

This continuous cycle of data review, instructional problem-solving, intervention adjustment, and progress monitoring is used to improve the effectiveness of Tier 2 interventions and ensure students receive the support needed to make progress toward grade-level expectations.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The district utilizes an intensive MTSS problem-solving process to evaluate and improve the effectiveness of Tier 3 interventions in grades 9-12. School-based MTSS Leadership Teams meet monthly to review individual student data, progress-monitoring results, diagnostic assessments, classroom performance, and intervention data, including attendance, fidelity of implementation, and rate of progress. This information is used to determine each student's response to intervention and identify areas requiring additional support or adjustment.

Bi-weekly progress monitoring and classroom observations are conducted to ensure students receiving Tier 3 interventions are making adequate progress. Grade-level Data Chats are held regularly to review student outcomes, evaluate the effectiveness of interventions, and make instructional adjustments. Teachers and literacy coaches also analyze formative assessment and progress-monitoring data during weekly PLC meetings. When students do not demonstrate adequate progress, teams evaluate intervention implementation and instructional practices to determine appropriate adjustments to increase the effectiveness and intensity of support.

At the district level, monthly monitoring ensures that every student identified through the Early Warning System has an appropriate plan of support in place. District Coordinators and Teachers on Special Assignment (TSAs) regularly review MTSS data and provide targeted technical assistance and support to schools as needed.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: • Students who score Level 3 or higher on FAST ELA PM 3. • Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 80% or above of expected performance.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • FAST ELA Level 3 or higher and/or improved score at each assessment period PM1 to PM2 • Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 80% or above of expected performance.	
Core Instruction **Indicate the core curriculum utilized. Add additional rows as needed.**	
Name of Program	**Year of Program Adoption**
McGraw Hill StudySync	**2026 – 2027 school year**
Additional performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	

Students may be considered for Tier 2 interventions when they have received differentiated Tier 1 instruction, including appropriate scaffolds and supports, for a sustained period of time and are not demonstrating adequate progress toward grade-level expectations.

Multiple sources of data are reviewed to determine the need for Tier 2 support. Data indicators may include, but are not limited to:

- Classroom-based assessment data (e.g., unit/module assessments, letter and sound identification, high-frequency word acquisition, and fluency measures) consistently demonstrating performance at or below 60% of expected quarterly benchmarks.
- Grades 9 and 10 - FAST achievement levels of Level 2 or below
- Grades 11 and 12 – Grade 10 FAST ELA achievement levels of Level 2 or below

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Students who score Level 1 or 2 on previous year's FAST ELA PM 3 and/or PM1 of the current year.
Student who scores below grade level as indicated on the supplemental reading resource diagnostic assessment as listed on the Assessment Chart

Number of times per week interventions are provided:
5
Number of minutes per intervention session:
20
Course(s) where interventions take place:
Intensive Reading 1 1000412
Intensive Reading 2 1000414
Intensive Reading 3 1000416
Intensive Reading 4 1000418
English Language Development 1002380
Developmental Language Arts Through -ESOL Reading 1002381

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher-led lessons	**Promising Resource is on State Intervention list**	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
***IXL* (for DHH Students)**	**none**	IXL does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:

		WWC Practice Guide: *Providing Reading Interventions for Students in Grades 4–9* • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by offering personalized, skill-specific practice in phonics, vocabulary, fluency, and comprehension through interactive, adaptive technology. IXL's design allows students to engage in scaffolded instruction aligned to state standards and reading frameworks. For DHH students, visual models, immediate feedback, and data tracking support individualized learning and language development across foundational and comprehension skills. While IXL is not specifically designed for DHH learners, the visual and self-paced nature of the platform supports accessibility when paired with appropriate accommodations. **District Support and Monitoring of Program Implementation** **Usage Data** • Monitor IXL analytics (time on task, skills practiced, progress toward standards) for DHH students. • Compare participation and completion rates with district averages to ensure equity. **Progress Monitoring** • Align IXL data with IEP goals and quarterly reports. • Review skill accuracy, growth, and classroom transfer. **Feedback and Evaluation** • Gather feedback from teachers, interpreters, students, and DHH staff on accessibility and effectiveness.

		• Hold quarterly review meetings with DHH instructional teams to analyze data and identify improvements. **Accountability and Adjustment** • Principals and ESE leaders will review implementation progress during school leadership meetings. • Provide targeted professional learning and adjust resources if outcomes fall short. **Professional Learning Opportunities** **Training and Coaching** • Train DHH and general education staff on integrating IXL and using its data for targeted support. • Offer ongoing coaching and collaborative planning for effective DHH strategies. **Accessibility and Equity** • Configure IXL settings for DHH accessibility (e.g., captions, screen readers, amplification). • Develop supplemental supports (visuals, ASL tutorials, guides). • Make individualized program adjustments per IEP accommodations.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Time Zones by National Geographic Learning/Cengage Learning		Time Zones by National Geographic Learning/Cengage Learning does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* • Recommendation 1: Teach a set of academic vocabulary words intensively

		across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence* • Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development – *Moderate Evidence* These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice and refine pronunciation, while also tracking progress through embedded assessments. The district will oversee and support the implementation of this program by systematically monitoring students' online practice activities and assessment results within the Spark platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS. Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments.

		This will include comprehensive professional learning opportunities offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and National Geographic Learning program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program.

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

Grades 9 and 10

Students may be considered for Tier 3 interventions when they have received differentiated Tier 2 interventions, including appropriate scaffolds and supports, for a sustained period of time and are not demonstrating adequate progress toward grade-level expectations.

Triangulated student data indicators include but are not limited to the following:

- Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 60% or below of expected performance.
- MTSS/Response to Intervention (RtI) data points demonstrate consistent scoring 60% or below expected performance and/or showing no improvement
- Grades 9 or 10 FAST PM1 and/or PM2 score at Level 2 or below

Grades 11 and 12

Students may be considered for Tier 3 interventions when they have received differentiated Tier 2 interventions, including appropriate scaffolds and supports, for a sustained period of time and are not demonstrating adequate progress toward achieving a Level 3 on Grade 10 FAST ELA retake or a concordance score on SAT, ACT, or the CLT.

Triangulated student data indicators include but are not limited to the following:

- Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 60% or below of expected performance.
- MTSS/Response to Intervention (RtI) data points demonstrate consistent scoring 60% or below expected performance and/or showing no improvement
- Grades 10 FAST PM1 and/or PM2 score at Level 2 or below

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Student scores Level 1 or 2 on the FAST ELA PM3 from the previous year and/or FAST ELA PM1 of the current year The student performs below grade level as indicated in the ongoing progress monitoring through Lexia PowerUp data and has not made progress with Tier 2 interventions. Data should be triangulated and include students who have multiple indicators on Florida's Early Warning System.		
Number of times per week interventions are provided: 3 - 5 **Number of minutes per intervention session:** 20 **Course(s) where interventions take place:** Intensive Reading 1 1000412 Intensive Reading 2 1000414 Intensive Reading 3 1000416 Intensive Reading 4 1000418 **Course(s) where interventions take place:** Intensive Reading 1 1000412 Intensive Reading 2 1000414 Intensive Reading 3 1000416 Intensive Reading 4 1000418 English Language Development 1002380 Developmental Language Arts Through -ESOL Reading 1002381		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp Teacher-led lessons	**Promising** **Resource on State Intervention List**	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
***IXL* (for DHH Students)**	**none**	IXL does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:

		WWC Practice Guide: *Providing Reading Interventions for Students in Grades 4–9* • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by offering personalized, skill-specific practice in phonics, vocabulary, fluency, and comprehension through interactive, adaptive technology. IXL's design allows students to engage in scaffolded instruction aligned to state standards and reading frameworks. For DHH students, visual models, immediate feedback, and data tracking support individualized learning and language development across foundational and comprehension skills. While IXL is not specifically designed for DHH learners, the visual and self-paced nature of the platform supports accessibility when paired with appropriate accommodations. **District Support and Monitoring of Program Implementation** **Usage Data** • Monitor IXL analytics (time on task, skills practiced, progress toward standards) for DHH students. • Compare participation and completion rates with district averages to ensure equity. **Progress Monitoring** • Align IXL data with IEP goals and quarterly reports. • Review skill accuracy, growth, and classroom transfer. **Feedback and Evaluation** • Gather feedback from teachers, interpreters, students, and DHH staff on accessibility and effectiveness.

		• Hold quarterly review meetings with DHH instructional teams to analyze data and identify improvements. **Accountability and Adjustment** • Principals and ESE leaders will review implementation progress during school leadership meetings. • Provide targeted professional learning and adjust resources if outcomes fall short. **Professional Learning Opportunities** **Training and Coaching** • Train DHH and general education staff on integrating IXL and using its data for targeted support. • Offer ongoing coaching and collaborative planning for effective DHH strategies. **Accessibility and Equity** • Configure IXL settings for DHH accessibility (e.g., captions, screen readers, amplification). • Develop supplemental supports (visuals, ASL tutorials, guides). • Make individualized program adjustments per IEP accommodations.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Time Zones by National Geographic Learning/Cengage Learning Teacher-led lessons		Time Zones by National Geographic Learning/Cengage Learning does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* • Recommendation 1: Teach a set of academic vocabulary words intensively

		across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence* • Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development – *Moderate Evidence* These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice and refine pronunciation, while also tracking progress through embedded assessments. The district will oversee and support the implementation of this program by systematically monitoring students' online practice activities and assessment results within the Spark platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS. Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments.

		This will include comprehensive professional learning opportunities offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and National Geographic Learning program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program.

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.	Target Audience	Description
In-service Day Trainings	• PreK teachers • Elementary teachers • Middle School ELA teachers • High School ELA teachers • ESE teachers • ELL Teachers	• Training to assist teachers integrating 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 • Training on B.E.S.T. ELA Standards and evidence-based reading practices • Training on updated curriculum resources

District Professional Learning Day Training	• PreK teachers • Elementary teachers • Middle School ELA teachers • High School ELA teachers • ESE teachers • ELL Teachers	• Training on integrating phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension within explicit, systematic, and sequential reading instruction • Training in multisensory instructional and intervention strategies • Training in the B.E.S.T. ELA Standards and evidence-based reading practices
Literacy Coach Trainings	• Elementary Literacy Coaches • Middle School Literacy Coaches • High School Literacy Coaches	• Training to assist coaches in supporting teachers to 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 • Training in B.E.S.T. ELA Standards and evidence-based reading practices • Training to support the Just Read, Florida! literacy coach model

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.

- All Pre-K instructional staff receive professional development that focuses on providing high-quality instruction and implementation of the curriculum with fidelity.
- VPK teachers are required to complete Reading Endorsement Competency One or 15 hours of emergent literacy coursework prior to, or within 45 days of beginning as a VPK teacher. Teachers are guided in accessing the courses either through the District, the Lastinger Learning, the Division of Early Learning, or other appropriate options.
- VPK teachers also receive professional development in the use of CLASS, Teaching Strategies Gold (TSG), Frog Street Curriculum, and classroom management/self-regulation strategies. The Pre-K Team and the ELLM instructional coaches are certified CLASS reliable and use the Practice-Based Coaching model to support teachers in their instructional practices and teacher-student interactions using CLASS. CLASS observations are conducted at least once per year. Based on CLASS results, child outcomes data (Teaching Strategies Gold, State VPK-FAST assessment results, and ALRI assessments), and the amount of experience teaching Pre-K, teachers are provided support by the instructional coach at a frequency matched with their needs, which ranges from 2-4 times per month. Instructional coaches and teachers use a self-reflection tool and a goal-setting plan to focus on the topics of the support being provided. The use of practice-based coaching supports staff as well as those who are working in a cycle of continuous improvement.
- All Pre-K teachers are provided 40 hours of professional learning in Developmental Literacy through opportunities offered through the District, their school, and FDLRS.

Differentiated Professional Learning

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

Professional learning in the district is data-driven and responsive to best meet the needs of individual teachers. Through a combination of progress monitoring data, student performance trends, and classroom observations, Literacy Coaches and school administrators work collaboratively to identify teachers who may benefit from additional instructional support or professional learning.

When data indicates that students are not meeting expected benchmarks, or when observations suggest a need for instructional adjustment, professional learning for the teacher is intensified through an Impact Cycle, implemented through an ongoing Coaching Cycle. This cycle includes goal setting, modeling, co-planning, co-teaching, classroom observation, and/or reflective feedback. Each cycle is customized to the teacher's identified instructional needs, as identified through multiple data sources, and developed in collaboration with the teacher.

Throughout the Coaching Cycle, the Literacy Coach provides job-embedded professional learning, which may include:

- Modeling evidence-based instructional strategies (e.g., explicit phonics routines, multisensory techniques, comprehension strategies, and fluency-building practices);
- Co-teaching lessons to support immediate implementation and build teacher confidence;
- Collaboratively planning lessons to differentiate instruction;
- Guiding progress monitoring practices to help teachers interpret data and adjust instruction.

Professional learning is further differentiated through:

- Small-group instructional sessions targeting specific areas of need (e.g., phonemic awareness, decoding strategies, text comprehension);
- Instructional Professional Learning Communities (PLC), where teachers collaboratively review student work, analyze assessment data, and discuss instructional responses;
- Follow-up coaching sessions that include reflection, targeted feedback, and progress tracking.

Frequency and intensity of coaching is also varied based on the level of teacher need with varying levels of duration and frequency of coaching support based on need. Literacy Coaches work closely with school leaders to monitor teacher progress and ensure that professional learning is intentionally aligned to instructional improvement and positive student outcomes.

Mentor Teachers

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

- Mentor teachers and model classrooms are selected by Literacy Coaches, school-based administrators and District Literacy Specialists based on demonstrated instructional expertise, effective classroom practices, and positive student outcomes.
- Mentor teachers provide targeted support to identified teachers through collaborative data analysis, focused lesson planning, and instructional problem-solving, including classroom management when necessary. Their role is to model effective practices and support the implementation of evidence-based instruction.

- Model classrooms serve as a component of differentiated and intensified professional learning, offering teachers opportunities to observe effective instructional practices in authentic classroom settings. Literacy Coaches, school administrators, and/or District Literacy Specialists participate in observations alongside the teacher, using focused observation tools aligned to targeted instructional goals. Support may include whisper coaching during the observation and a structured debrief following the visit. The identified teacher is then coached in implementing observed techniques in their own classroom, with follow-up support to monitor progress and instructional impact.

Professional Learning Time

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

- School-based master schedules are intentionally designed to provide weekly common planning time for collaborative planning, which supports and informs ongoing professional learning.
- Literacy Coaches support and contribute to collaborative planning sessions and provide job-embedded professional learning aligned to identified instructional priorities and student data.
- Collaborative planning agendas reflect embedded professional learning topics, instructional focus areas, and planned next steps to ensure alignment with student needs and instructional goals.

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
School Site-Based Tutoring	Students at participating school sites (typically Grades 2-5; varies by school)	Individual schools determine the structure, scheduling, and student participation for tutoring based on local needs and staffing capacity.
Florida Tutoring Advantage (pending approval)	Students in Grades 3-5 at identified high-needs schools	Through a partnership with Florida Tutoring Advantage, the district designs, develops, and implements high-impact, in-person tutoring programs to address identified student learning needs.

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.

The district recognizes parents as essential partners in supporting student literacy development. In accordance with s. 1008.25(5)(d), F.S., parents of students identified with a substantial deficiency in reading are notified in writing as soon as the deficiency is identified through state assessments, progress-monitoring data, diagnostic assessments, or other district-approved measures.

The notification includes information regarding the student's reading performance, an explanation of the identified reading deficiency, and the interventions and supports that will be provided to address the student's needs. Parents are informed of the intensive reading interventions their child will receive, which may include differentiated Tier 1 instruction, targeted small-group instruction, Tier 2 or Tier 3 interventions, multisensory structured literacy instruction, specially designed instruction for students with disabilities, and supports for English Language Learners, as appropriate.

Parents receive ongoing communication regarding their child's progress through progress-monitoring reports, interim reports, report cards, and school-based conferences as needed. Schools regularly review student performance data and instructional plans with families to ensure parents remain informed and engaged in supporting their child's reading growth.

To ensure accessibility, parent notifications and supporting documents are provided in English, Spanish, Haitian Creole, and other languages as needed based on district demographics.

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

The district recognizes families as essential partners in developing students' literacy skills and provides a variety of resources, programs, and community partnerships to support literacy learning beyond the school day.

The district implements a Read-at-Home Plan that provides families with literacy resources and activities designed to support reading practice and literacy development at home. Additional family supports include:

- Family literacy resources and activities available through the CCPS Parent Academy website.
- Family Literacy Nights and other school-based literacy events that provide families with strategies and tools to support reading at home.
- Reading activities and resources to encourage continued literacy engagement during summer break.
- Junior Reading Foundation (JRF!) parent letters that provide guidance and activities aligned to students' literacy development.

The district also promotes participation in the New Worlds Reading Initiative for eligible students in PreK–5. Schools monitor student eligibility and enrollment, assist families with the application process, and provide support to ensure families can access available resources. Through the program, enrolled students receive free books selected based on their interests and reading preferences to encourage reading engagement at home. Once enrolled, students remain eligible to receive books through the program even as their reading performance improves, providing continued opportunities to build literacy skills and foster a love of reading.

In addition, the district partners with Literacy Collier, a local nonprofit organization, to extend literacy support to families through its Family Literacy Program. Serving primarily VPK students and some kindergarten students, the program promotes literacy development by engaging parents and children in learning together and encouraging reading as a shared family activity. Participating families receive books and literacy resources to support reading at home. Offered at no cost to families, the program strengthens the connection between home and school while fostering early literacy development in a family-centered environment.

Through these district resources and community partnerships, families are provided with opportunities, materials, and strategies to actively support their children's literacy growth and reading achievement.

8) Highly Effective Teachers (Rule 6A-6.053(9)(b)3.f., F.A.C.)

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

The district recognizes the importance of high-quality instruction in kindergarten through grade 2 and prioritizes the assignment of highly effective teachers to these grades whenever possible. Principals consider multiple sources of information when making staffing decisions, including teacher evaluation ratings, student learning growth data, instructional practice, and professional responsibilities as outlined in s. 1012.34(2)(e), F.S.

Teachers who consistently earn Highly Effective ratings and demonstrate strong student achievement outcomes, particularly in foundational literacy and numeracy, are prioritized for assignment to kindergarten through grade 2 classrooms. In addition, principals consider teachers' experience and expertise in early childhood instruction, including their ability to provide explicit, systematic instruction in foundational skills and support the diverse learning needs of young students.

Staffing decisions are made in alignment with school improvement priorities and student needs, with particular attention to strengthening early literacy outcomes and reducing achievement gaps. Through this process, schools seek to ensure that students in the primary grades have access to highly effective instruction during the critical years when foundational reading and mathematics skills are being established.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.

	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date: 7/29/25