

**District Comprehensive Evidence-Based Reading Plan
Polk County Public Schools**

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	Victoria McKenzie	victoria.mckenzie@polk-fl.net	(863)534-0018 Ext. 656
Data Element	Sandra Riley-Hawkins	sandra.rileyhawkins@polk-fl.net	(863)534-0979 Ext. 741
Third Grade Promotion	Chris Brennan and Vivian Socorro	christopher.brennan@polk-fl.net vivian.socorro@polk-fl.net	(863)534-0018 Ext. 654 (863)534-0018 Ext. 673
Multi-Tiered System of Supports	Lori Allen	lori.allen@polk-fl.net	(863)648-3051
Other Reading Endorsement	Kathryn Rutledge	kathryn.rutledge@polk-fl.net	(863)647-4270 Ext. 489

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		
Intervention teachers	\$ 654,580.00	
Scientifically researched and evidence-based supplemental instructional materials	\$250,000.00	
Third grade summer reading camps	\$1,108,960.51	
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers	\$1,421,916.47	
Scientifically researched and evidence-based supplemental instructional materials	\$250,000.00	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Training and professional development in the implementation of Reading Intervention programs for students in PK-12.	\$286,612.70	
Estimated Sum of Expenditures	\$3,972,069.68	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring

	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	3%	<1%	74%	80% or higher

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

Based on the data, phonemic awareness has been identified as the lowest-performing subdomain. To address this area, a targeted, standards-based instructional approach will be implemented. Progress monitoring will include regular assessments of letter names and sound recognition to track student growth. Instructional resources focused on rhyming and segmenting word parts will be available to support skill development. Additionally, differentiated coaching support will be provided to teachers to strengthen instructional practices and ensure effective implementation and monitoring.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	22	20	52	54
1	30	28	54	56
2	31	29	46	48
3	26	24	50	52
4	28	26	47	49
5	24	22	47	49
6	23	21	53	55
7	30	28	46	55
8	30	28	44	48
9	25	23	48	48
10	24	22	49	51

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	- FAST ELA Reading Assessments- 3 times a year - District Star Early Literacy/ Reading-3 times a year - District Writing Assessments (4th -5th)-4 times a year	- FAST ELA Reading Assessments- 3 times a year - District Star Early Literacy/Reading 3 times a year - District Writing Assessments (4th -5th)-4 times a year

	• AMIRA Learning Indicators of Progress (ISIP)-3 times a year • Amira Reading and Rapid Automatized Naming (K-3- for at risk for reading difficulties)-1 time (if needed-based on ISIP data) • Diagnostic/Program Intervention Data from Reading Mastery, SIPPS, and Language for Learning (ongoing for identified schools K-2nd) • Diagnostic/Program Intervention Data from Corrective Reading (ongoing for identified schools 3rd-5th)	• Florida Wonders progress monitoring assessments (weekly, biweekly or by unit) • Amira Learnings Indicators of Progress (ISIP)- 3 times a year • Amira Reading and Rapid Automatized Naming (K-3- for at risk for reading difficulties)- 1 time (if needed-based on ISIP data) • Diagnostic/Program Intervention Data from Reading Mastery, SIPPS, and Language for Learning (ongoing for identified schools K-2) • Diagnostic/Program Intervention Data from Corrective Reading (ongoing for identified schools 3-5)
Actions for continuous support and improvement	• AAE training and support for FAST assessments and data reports created for each school in the district platform, Performance Matters • Schoology (district Learning Management system, platform used for instruction) resources to support implementation of standards-based instruction and assessments. • Ongoing teacher support and training provided for intervention implementation.	• AAE supported training, data days • Standards-based walkthroughs using district-created tool. • School-level support for teachers utilizing reading interventions will be provided.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	• FAST ELA Reading Assessments- 3 times a year • District Writing Assessments- 4 times a year • AMIRA Learning Indicators of Progress (ISIP)-3 times a year	• FAST ELA Reading Assessments-3 times a year • District Star Reading Assessments-3 times a year • District Writing Assessments- 4 times a year

	Diagnostic/Program Intervention Data from Corrective Reading (ongoing throughout the school year)	- AMIRA Learning Indicators of Progress (ISIP)-3 times a year - Diagnostic/Program Intervention Data from Corrective Reading (ongoing throughout the school year)
Actions for continuous support and improvement	- AAE training and support for FAST assessments and data reports created for each school in the district platform, Performance Matters - Schoology (district Learning Management system, platform used for instruction) resources to support implementation of standards-based instruction and assessments. - Ongoing teacher support and training provided for intervention implementation.	- AAE supported training, data days - Standards-based walkthroughs using a district-created tool - Intervention-based walkthroughs using the district-created tool.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	- FAST ELA Reading Assessments- 3 times a year - District Writing Assessments- 4 times a year - Diagnostic/Program Intervention Data from Corrective Reading (ongoing for identified schools) - Data from ChalkTalk- quarterly review (ACT/SAT concordant scores)	- FAST ELA Reading Assessments- 3 times a year - District Star Reading Assessments-3 times a year - District Writing Assessments-4 times a year - ChalkTalk Placement and Exit Exam (11th and 12th grade Reading only) - Diagnostic/Program Intervention Data from Corrective Reading (ongoing for identified schools)
Actions for continuous support and improvement	- AAE training and support for FAST assessments and data reports created for each school in district platform Performance Matters - Schoology (district Learning Management system, platform used for	- AAE supported training, data days - Standards-based walkthroughs using district-created tool - Intervention-based walkthroughs using the district-created tool.

	instruction) resources to support implementation of standards-based instruction and assessments. • Ongoing teacher support and training provided for intervention implementation.	
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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.

The top priority areas to develop and improve have been identified as Standards, Curriculum Instruction, and Intervention, and Literacy Coaching. We will continue to focus on reading intervention because data shows that based on ELA PM3 48% of students in grades 3-10 are at $\geq$ Level 3. While we continue to use intervention to address the reading deficits of students in these grades, we recognize that there still must be a focus on Standards based curriculum and instruction. Professional Learning, modeling, data disaggregation, and identification of resources will be provided to teachers focused on the BEST Standards and instructional practice. New structures for monthly coaches' meetings were implemented during the previous school year and will continue through 25-26. The purpose of the coach meetings is to establish a collaborative platform where academic coaches can exchange best practices, develop innovative strategies, and engage in ongoing professional development. These monthly sessions are designed to ensure that coaches are thoroughly equipped to support instructional staff and drive improved student literacy outcomes across school sites.

The meetings aim to empower academic coaches with the tools and methodologies necessary to implement effective coaching practices, enrich educational experiences, and foster a culture of continuous improvement within their respective schools. These meetings are a partnership between Teaching and Learning and the Division of Schools to ensure that coaches receive timely and targeted coaching information and support. This also includes aligning supports with the Principal and Assistant Principal meetings to ensure all stakeholders receive the same message.

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

Principals at each school will conduct walkthroughs to monitor the implementation and effectiveness of literacy instruction. Data will be captured using district – created walk through tools, which will allow schools and the district to monitor effective reading instruction, in compliance of the district Reading Plan. The Literacy Leadership team analyzes available data to determine intervention and support needs of students. The principal reports this data, along with progress monitoring data, to the Regional Superintendent and Senior Directors of School Improvement for further analysis and consideration in instructional actions, changes, and goals.

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.

The school leadership team will evaluate data monthly, determine tiered placement for intervention as appropriate, and support planning for differentiated instruction. The district supports this process through training and coaching. This process is guided by the school-based literacy coaches and administrators, who then report to their Regional Superintendent or Senior Director of School Improvement.

C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

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

☒Yes

☐No

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

N/A

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

The roles and expectations of the literacy coaching model are defined and communicated during Regional principal meetings, led by the Chief Academic Officer, the Chief of Schools, the Regional Superintendents and Senior Directors in Teaching and Learning and Division of Schools. Additionally, the roles and responsibilities of coaches are defined during monthly coaches' meetings to ensure that school-based coaches understand their roles and responsibilities as a coach on their campus.

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

Teaching and Learning collaborates with Division of Schools to facilitate monthly Coach meetings focused on content and best coaching practices. These meetings also focus on district and state initiatives. The district Literacy Curriculum Specialists support with curriculum resources through Schoology (district LMS) Courses, and the district senior coordinators support through coaching, professional development, and planning sessions. Ongoing professional learning occurs throughout the year for interventions and standards-based curriculum and instruction.

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 Regional Superintendents and Senior Directors facilitate monthly regional professional development sessions for the school-based literacy coaches with a focus on district and state initiatives, such as analyzing and using data to inform instructional planning, planning for standards-based instruction, and facilitation of professional development based on instructional needs. Curriculum Specialists and Sr. Coordinators work with specific schools to analyze their data and create action plans focused on next steps – this includes for both coaching support and classroom support.

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

Regional Superintendents and Senior Directors conduct school walkthroughs with administration. Senior Coordinators in each region will support school-based coaches with standards-based planning process, including the implementation of effective instructional strategies and coaching models. Monthly coaches' meetings also allow for discussions around the implementation of the coaching model at schools throughout the district.

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

As outlined in the district's Strategic Plan the role of the literacy (instructional) coach is key in student success. We measure the effectiveness of the literacy coach through their impact on improving the school's standards-based instruction: Do teachers understand the benchmarks and do coaches help deepen a teacher's content knowledge. Coaches should also be able to drive student achievement through assisting teachers in the implementation of evidence-based instructional strategies. Student data and instructional decisions made as a result of that data measures the effectiveness of instruction on a campus.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

Polk County Public Schools ensures alignment of K–12 reading instruction with Florida's Formula for Reading Success through a comprehensive, data-driven approach. The district systematically reviews assessment data from multiple sources, including the K–2 FAST Star Early Literacy and Reading Assessments, the Grades 3–10 FAST ELA Reading Assessments, and District Writing Assessments. Utilizing the district's data platforms—Performance Matters and Focus—educators can assign assessments, store results, and benchmark performance for efficient reporting and analysis. In addition to state assessments, the district leverages curriculum-embedded assessments and reading intervention tools, including screening, diagnostic, formative, and summative assessments, as needed.

Core reading instruction is aligned with the B.E.S.T. Standards and implemented across K–12 using state-approved instructional materials, including McGraw Hill's Florida Wonders and StudySync. Curriculum maps and targeted professional development support the effective delivery of standards-based instruction. Tier 2 and Tier 3 instructional materials are employed to address specific reading deficits, with Florida Wonders offering integrated resources for assessment and intervention.

Students in Grades 3–10 at identified schools who score a Level 1 or fall within the lowest 75% of Level 2 on state reading assessments receive diagnostic evaluations to identify foundational reading deficiencies. Students demonstrating decoding challenges are provided with targeted foundational reading interventions using Corrective Reading.

Additional diagnostic tools, such as Amira and Achieve 3000 Literacy, support Tier 2 and Tier 3 interventions. These platforms offer individualized or small-group instructional resources based on student-specific data. The district literacy team provides structured literacy frameworks that delineate instructional time for Tier 1, Tier 2, and Tier 3 interventions. These frameworks specify instructional formats—including whole group, small group, and individualized instruction—to support differentiated learning.

The district implements a MTSS process to analyze data and determine student tiers. Tier 3 interventions are delivered by reading-endorsed or certified teachers and feature explicit, systematic, and individualized instruction. These sessions include one-on-one or small-group instruction, guided practice, immediate corrective feedback, and frequent progress monitoring.

Support for students with disabilities is coordinated by the Learning Support Department, while English Language Learners receive accommodations through the ESOL Department. Instructional materials, curriculum maps, and professional development are grounded in evidence-based practices and support scaffolded, differentiated instruction. These resources promote background knowledge development, writing integration, and adherence to the Universal Design for Learning (UDL) framework, emphasizing engagement, representation, and action/expression.

The district's commitment to the Six Components of Reading is reflected in the continued implementation of the B.E.S.T. Standards across K–12. Professional development is provided for all administrators, literacy coaches, and teachers to ensure fidelity of instruction.

Instructional support is further enhanced through Balanced Literacy frameworks, state-approved core curricula, and curriculum maps housed in Schoology, the district's learning management system. These resources, along with reading response activities and UDL-aligned strategies, ensure comprehensive and equitable literacy instruction for all students.

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.

Polk County Public Schools Early Childhood Program is designed to support all families as they plan their child's education. Early Childhood offers multiple options tailored to the child's needs, including Head Start, Title One, VPK and ESE PK. A fundamental principle of early childhood development and education is to provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment to help them gain the awareness, skills, and confidence necessary to succeed in their present environment and to handle later responsibilities in school and life.

The early learning classrooms have low student-to-teacher ratios and are staffed by highly qualified instructors with appropriate degrees in state DOE/DCF certifications. Instructors will direct activities and provide consistent daily routines to allow children to explore learning opportunities.

The Pre-K instructors use the Creative Curriculum for Preschool and Conscious Discipline, research-based techniques to support students' socialization and language growth.

The curriculum focuses on teacher-child interactions and relationships as a solid foundation for all learning

- Social emotional competence, constructive purposeful play, interacting with the environment
- Developmental domains within the curriculum and required documentation include:
 - social emotional
 - physical
 - cognitive
 - mathematical
 - literacy
 - language
 - English learning support
- Partnerships with families; newsletters, study guides, and family involvement activities.
- Documentation of all objectives (aligned with state standards) using Teaching Strategies GOLD
 - Documentation of tiered supports in all lesson plans for differentiation and multi-tiered systems of support for every student
 - Student-specific reports:

- Current abilities and strengths
- The next learning goals and lessons to support.

The early childhood program promotes good health and safety habits with consistent supervision, while maintaining high program standards. 4-year-old students with VPK certificates take the STAR Early Lit assessment three times a year. Each child is treated as an individual in an inclusive community that values, respects, and responds to diversity. The varied experiences provided by the Head Start, Title One, VPK, and ESE Pre-K programs support the entire continuum of children's growth and development, including physical, social, emotional, and cognitive.

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

The early learning classrooms have low student-to-teacher ratios and are staffed by highly qualified instructors with appropriate degrees in state DOE/DCF certifications. Instructors will direct activities and provide consistent daily routines to allow children to explore learning opportunities.

The Pre-K instructors use the Creative Curriculum for Preschool and Conscious Discipline, research-based techniques to support students' socialization and language growth.

The curriculum focuses on teacher-child interactions and relationships as a solid foundation for all learning

- Social emotional competence, constructive purposeful play, interacting with the environment
- Developmental domains within the curriculum and required documentation include:
 - social emotional
 - physical
 - cognitive
 - mathematical
 - literacy
 - language
 - English learning support
- Partnerships with families; newsletters, study guides, and family involvement activities.
- Documentation of all objectives (aligned with state standards) using Teaching Strategies GOLD
 - Documentation of tiered supports in all lesson plans for differentiation and multi-tiered systems of support for every student
 - Student-specific reports:
 - Current abilities and strengths
 - The next learning goals and lessons to support.

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.](#)

Based on progress monitoring data points, students who demonstrate a need for additional support will receive regular, explicit instruction delivered in a small-group format. Small groups will be strategically formed based on specific skill deficits identified through ongoing assessments. Instruction will be targeted, systematic, and standards-based to ensure focused support for students with deficient literacy skills. Student progress will be closely monitored to inform instructional adjustments and ensure interventions are responsive and effective.

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	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
			Monitoring ☒ Summative	
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?
District Writing Progress Monitoring	☐ 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
Amira ISIP (Indicator of Progress)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

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

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

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

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

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

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

Students are identified as in need of Tier 2 and Tier 3 interventions using previous years and current grade-level appointed assessment platforms. Most assessment data from state assessments to progress monitoring assessments, such as Star Early Literacy and Star Reading assessments, as well as District writing assessments, are tiered by scores and color-coded to facilitate data analysis and efficiency identification in the district learning platform, Performance Matters.

The Assessment, Accountability, and Evaluation department oversees this platform and works in collaboration with the literacy department to set the tiered cut scores. The scores indicating deficiencies are color-coded, which allows schools and teachers to easily identify targeted students. The MTSS process is used to help identify and problem-solve for instructional interventions. See decision trees for assessments and benchmarks. The district has adopted curricula that support the assessment and instruction for reading competency, including phonological awareness, phonics, vocabulary, oral language skills, fluency, and comprehension.

The core curriculum adoption of McGraw-Hill for K-12 supports the B.E.S.T. Standards and the reading foundations. The reading intervention resources from Florida Wonders, Amira Learning, Reading Mastery K-2, SIPPS K-2, Language for Learning K-2, and Corrective Reading grade 3 provide monthly assessments and daily intervention resources.

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

Students requiring Tier 2 and Tier 3 reading interventions are identified through review of multiple data sources. Data reviewed includes FAST Data (PM1, PM2, and PM3)-including the previous year's data, progress monitoring tools such as Star Reading, Amira Learning, district quarterly writing assessments, and other relevant academic performance indicators.

The Assessment, Accountability, and Evaluation Department manages the Performance Matters platform in collaboration with the Literacy Department to provide a comprehensive data portal for schools to quickly

identify deficiencies in reading. Decision trees aligned with assessments and benchmarks support this process.

To ensure alignment with the B.E.S.T. Standards and foundational reading skills, the district has adopted McGraw-Hill as the core K–12 curriculum. Supplemental intervention resources include Florida Wonders, Amira Learning, Reading Mastery (K–2), SIPPS (K–2), Language for Learning (K–2), and Corrective Reading (Grade 3). These programs provide monthly assessments and daily instructional materials to support reading development across key domains such as phonological awareness, phonics, vocabulary, oral language, fluency, and comprehension.

The effectiveness of Tier 3 interventions is monitored through a combination of formative and summative assessments, progress monitoring, data reviews, classroom observations, and evaluations conducted by school-based administrators.

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

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

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

Amira Learning's Indicators of Progress (ISIP) includes a Dyslexia Screening component that will be used for screening. Beginning of the year data (September) will be reviewed for Kindergarten through 3rd grade, and students whose scores are considered at risk will also be screened using Amira Learning's Rapid Automatized Naming (RAN) as a dyslexia and other reading difficulties screener.

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

The additional screening is the RAN, as well as the screening used to identify students for Mastery of Reading and Corrective Reading intervention programs.

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

Tier 1 instruction is monitored for effectiveness by school administration, literacy coaches, with support from district-based staff through formal observations, walkthroughs, and regular data review, including progress monitoring Star Early Literacy/ Reading Reports, Amira Reports, Florida Wonders Weekly, and/or Unit Assessments.

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

Teachers and school-based literacy coaches monitor interventions through observation and student data. The effectiveness of Tier 2 intervention is monitored by the Chief of Schools, the Chief Academic Officer, Regional Assistant Superintendents, and Senior Directors who facilitate the processes to identify and solve the problems with the support of the regional and district literacy teams and through the school-based administration, literacy leadership team, and literacy coaches.

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

The Chief Academic Officer, The Chief of Schools, the Regional Assistant Superintendents, Teaching and Learning and the Director of MTSS facilitate the monitoring of implementation of appropriate supports. School based administration works with coaches to identify students who may need Tier 3 interventions and then identify the most appropriate supports. Tier 3 instruction is supported through district adopted core curriculum, interventions, teacher training, coaching, and collaborative planning.

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 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: • Student scores Level 3 or above on PM3 from previous year and/or • Students score at the 50th percentile or above on the Amira assessments and/or • Students score in the 60th percentile on unit assessments.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. FAST ELA scores of Level 3 or higher, Amira scores at or above the 50th percentile, and/or unit assessment performance at the 60th percentile indicate that at least 80% of students are meeting grade-level expectations and that Tier 1 instruction is sufficient.	
What processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction? The effectiveness of Tier 1 reading instruction is systematically monitored by school administrators and literacy coaches, with support from district-level personnel. This monitoring process includes formal classroom observations, instructional walkthroughs, and ongoing data analysis. Key data sources include progress monitoring reports from Star Early Literacy and Reading, Amira assessment reports, and formative assessments from Florida Wonders, such as weekly and unit assessments. These tools collectively inform instructional decision-making and ensure alignment with state standards and student learning goals.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
<i>Florida Wonders Grade K, 1, 2, 3, 4, 5, 2022, 1st Edition</i> -McGraw Hill School Education, LLC (no ESSA evidence available) Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skills and comprehension. Small group differentiated instruction that enriches and accelerates reading achievement	2021
Amira (Supplemental to the core curriculum)	2014 (2025 for Amira due to merging)
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Formative assessments are used within classrooms to identify students who are struggling with benchmark understanding for Tier 2 intervention. Formative assessment data will indicate that students who score below 60% on assessment will be placed in Tier 2.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: All students who score below Level 2 on FAST ELA receive Tier 2 interventions. Additionally, students who fall within the lowest 75% of Level 2 at the end of the year FAST ELA PM 3 assessments receive diagnostic evaluations to identify foundational reading deficiencies.	
Number of times per week interventions are provided: 5 Number of minutes per intervention session: minimum of 45 minutes	

Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Florida Wonders Grade K, 1, 2, 3, 4, 5, 2022, 1st Edition- McGraw Hill School Education, LLC</i>		<u>FL Wonders</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation(s): 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Evidence Level: Minimal Evidence 2. Develop awareness of the segments of sounds in speech and how they link to letters. Evidence Level: Strong Evidence 3. Teach students to decode words, analyze word parts, and write and recognize words. Evidence Level: Strong Evidence. 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Evidence Level: Moderate Evidence. <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation(s): 1. Build students' decoding skills so they can read complex multisyllabic words. Evidence Level: Strong Evidence. 2. Provide purposeful fluency-building activities to help students read effortlessly. Evidence Level: Strong Evidence. 3. Routinely use a set of comprehension-building practices to help students make sense of the text. Evidence Level: Strong Evidence. 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text). Evidence Level: Moderate Evidence. These recommendations were built into the program by utilizing supplemental materials to provide text for students during small group instruction. The

		district will support and monitor implementation of this program by supporting planning and providing feedback during classroom walkthroughs, including Contact Day, Coach Meetings, and online support for professional learning.
Amira learning	Promising	
Corrective Reading-Reading	Promising	
SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words)	Moderate	
Reading Mastery, McGraw Hill: Direct instruction for decoding and comprehension skills-	Promising	<u>Reading Mastery</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation(s): 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Minimal Evidence 2. Develop awareness of the segments of sounds in speech and how they link to letters. Strong Evidence 3. Teach students to decode words, analyze word parts, and write and recognize words. Strong Evidence. 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Strong Evidence. These recommendations were built into the program by addressing the (a) Reading Strand: Addresses all five essential components of reading—phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. Provides

		spelling instruction to help students connect decoding and spelling patterns. Develops decoding, word recognition, and comprehension skills that transfer to other subject areas, (b) The Language Arts Strand: Teaches the oral language skills necessary to understand what is said, written, and read in the classroom. Helps students communicate ideas and information effectively. Develops the ability to use writing strategies and processes successfully, and (c) The Literature Strand: Supports the reading strand with a wide variety of literary forms and text structures. Provides multiple opportunities for students to practice vocabulary and comprehension strategies and write for authentic purposes. Provides opportunity for students to read at their independent level. The district will support and monitor implementation of this program by providing district coordinator for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including monthly training opportunities for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, 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)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
From Phonics to Reading K-3		<u>From Phonics to Reading</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation(s): 1. Teach a set of academic vocabulary words intensively across several days using a

		variety of instructional activities. Strong Evidence. 2. Integrate oral and written English language instruction into content-area teaching. Strong Evidence. 3. Provide regular, structured opportunities to develop written language skills. Minimal Evidence. 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language. Moderate Evidence These recommendations were built into the program by utilizing small group instructional plans for 20 minutes each day. The district will support and monitor implementation of this program by providing daily small group instructional routines via our learning management system, including programmatic training and ELL strategies for professional learning. Ongoing assessment and review cycles allowing educators to monitor student progress and tailor instruction accordingly.
Imagine Language and Literacy	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. • Amira Learning reading intervention programs Amira Learning incorporates multisensory components, particularly through its focus on phonemic awareness and the use of visual cues like showing a student's mouth and lips for pronouncing sounds, aligning with principles of multisensory instruction. The program uses AI to deliver targeted micro-interventions, including auditory and visual feedback to students, and shows a teacher's mouth for lip and tongue movements, which helps students with sound manipulation and phonics • Corrective Reading Corrective Reading does provide a multisensory intervention by teaching decoding and comprehension skills in a highly structured, sequential manner that emphasizes direct instruction and repeated practice, which incorporates multisensory approaches for struggling readers. The program uses systematic lessons to teach word-attack skills and vocabulary, making it an effective intervention for students with decoding and fluency issues.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students who do not demonstrate adequate progress following Tier 1 and Tier 2 instruction are identified for Tier 3 interventions, as measured by performance at 30 percentile or below. The determination is based on a comprehensive review of multiple data sources, including FAST Progress Monitoring Assessments, classroom-		

based formative assessments, and iStation's ISIP (Amira) diagnostic data. These tools are used throughout the school year to monitor student performance and identify persistent reading deficiencies. Tier 3 interventions are then implemented to provide intensive, individualized support aligned to each student's specific instructional needs. Any student who is identified as having a Substantial Reading Deficiency as defined in rule 6A-6.053 will be provided Reading interventions that are intensive, explicit, systematic, and multisensory, in accordance with s. 1008.25(5)(a), F.S.		
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: Students who do not demonstrate adequate progress following Tier 1 and Tier 2 instruction are identified for Tier 3 interventions. Students in grades K-3 are identified as having a Substantial Reading Deficiency if they score Level 1 on the end of the year FAST PM3 and/or have been previously retained and/or students in grades K-2 who score below the 10th percentile on PM 1 or PM2 and/or students in grade 3 who score below the 20th percentile on PM1 and/or PM2. In accordance with 25-26 rule language, 6A-6.053, F.A.C., students in grades K-3 are identified with a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained or below the 10th percentile or level 1 in kindergarten - grade 2 and the 20th percentile or level 1 in grade 3.		
Number of times per week interventions are provided: 3 Number of minutes per intervention session: 10 -20 minutes (in addition to Tier 2)		
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)
Florida Wonders Grade K, 1, 2, 3, 4, 5 2022, 1 st Edition- McGraw Hill School Education, LLC		See verbiage above.
Reading Corps	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, 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)
Teach Town- Teacher- Led Small Group Lessons		TeachTown does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grade. Recommendation(s): 1. Screen all students for potential reading problems at the beginning of the year

		and again in the middle of the year. Minimal Evidence 2. Provide time for differentiated reading instruction for all students based on assessments of students' current reading level. Strong Evidence. 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. Minimal Evidence. 4. Monitor the progress of tier 2 students at least once a month. Minimal Evidence. 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3). Minimal Evidence. These recommendations were built into the program by the implementation of both computer based and paper-based components that include whole group and small group instruction. The district will support and monitor implementation of this program by providing district coordinator for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including monthly training opportunities for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
From Phonics to Reading K-3		See verbiage above.

Imagine Language and Literacy (Teacher-led small-group lessons)	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. - Amira Learning reading intervention programs Amira Learning incorporates multisensory components, particularly through its focus on phonemic awareness and the use of visual cues like showing a student's mouth and lips for pronouncing sounds, aligning with principles of multisensory instruction. The program uses AI to deliver targeted micro-interventions, including auditory and visual feedback to students, and shows a teacher's mouth for lip and tongue movements, which helps students with sound manipulation and phonics - Corrective Reading Corrective Reading does provide a multisensory intervention by teaching decoding and comprehension skills in a highly structured, sequential manner that emphasizes direct instruction and repeated practice, which incorporates multisensory approaches for struggling readers. The program uses systematic lessons to teach word-attack skills and vocabulary, making it an effective intervention for students with decoding and fluency issues. What processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 3 interventions? The Chief Academic Officer, The Chief of Schools, Regional Assistant Superintendents, and Senior Directors of School Improvement facilitate the processes to identify and solve the problems with the support of the regional and district literacy teams and through the school-based administration, literacy leadership team, and literacy coaches. Tier 3 instruction is supported through district district-adopted core curriculum, with teacher training, coaching, and collaborative planning.		

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 4, 2025-June 26, 2025 8:00 a.m.-1:00 p.m.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): During summer learning, students will engage with evidence-based curricula designed to accelerate academic growth. Instruction will incorporate lessons from <i>Summer Scholars</i> by Teacher Created Materials,

a program that offers explicit and engaging instruction in reading comprehension, phonics, word study, and fluency. The curriculum features instructional practices with Tier 1 and Tier 3 evidence ratings, as recognized by the Institute of Education Sciences and the What Works Clearinghouse. To support foundational literacy development, struggling students will participate in targeted instruction using *Building Reading Success* by Sadlier. This program aligns with ESSA Tier 3 “Promising Evidence” standards and is grounded in evidence-based strategies to build essential reading skills.

Alternative Assessment Used: Istation ISIP Scores and Star Reading Scores

Additional Information (optional):

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

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

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?
Amira ISIP (formerly Istation ISIP)	☒ 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
Corrective Reading (for identified schools)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year

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?
		☐ Vocabulary ☐ Comprehension		☒ Annually ☒ As Needed
District Text-Based Writing Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Comprehension	☒ Diagnostic	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed

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

Students in grades 6–8 are identified for Tier 2 and Tier 3 reading interventions through analysis of previous years data and current, grade-level designated assessment platforms. The district utilizes a tiered data system within its learning platform, Performance Matters, which integrates results from state assessments, progress monitoring tools, and district writing assessments. The Assessment, Accountability, and Evaluation Department manages the Performance Matters platform in collaboration with the Literacy Department to establish tiered cut scores. This partnership ensures consistency and accuracy in identifying students in need of targeted support. Decision Trees outlining assessment protocols and benchmark expectations guide school-based teams in the intervention process. To support reading competency across key domains—including phonological awareness, phonics, vocabulary, oral language, fluency, and comprehension—the district has adopted a comprehensive suite of instructional resources. The core curriculum, McGraw Hill's Florida Wonders and StudySync, is aligned with the B.E.S.T. Standards and provides foundational instruction. For intervention, resources such as StudySync, Amira Learning, and Corrective Reading offer monthly assessments and daily instructional materials. Oral language development is also supported through these intervention platforms, ensuring a well-rounded approach to literacy instruction.

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

Tier 1 instruction is monitored for effectiveness by school administration, literacy coaches with support from district- based staff through formal observations, walkthroughs, and regular data review, including PM 1 and 2 FAST ELA Reading Assessment data, Amira Learning Reports, and *StudySync* Assessments.

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

Tier 2 intervention is monitored using formative and summative assessments, progress monitoring, data reviews, formal observations, walk-throughs and evaluations by school-based administrators, reviews by regional assistant superintendents, and with support from Regional and District Literacy Teams.

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

Tier 3 intervention is monitored through formative and summative assessments, progress monitoring, data reviews, formal observations, walk-throughs and evaluations by school-based administrators, reviews by Regional Assistant Superintendents and Senior Directors of School Improvement, with support from Regional and District Literacy Teams.

Tier 1 (Core) Only		
Beginning of Year Data		
Students must meet the following criteria at the beginning of the school year: Level 3, 4 or 5 based on previous years FAST PM1, PM2, and PM3 ELA Reading Assessment. If FAST ELA Reading score unavailable, Level 3, 4 or 5 on most recent PM 1 FAST ELA Reading Assessment. Students who enroll from an out of state school will be given a Corrective Reading placement test as an initial data point available for placement until additional data is collected. Tier 1: FAST PM3: at or above 40th percentile		
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Student scores equivalent to Level 3 and above on the FAST ELA Reading Assessment (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).		
What procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction? Procedures for Tier 1 instruction include instructional coaching, regular data review, and collaborative planning. Schoology (is the Learning Management Systems (LMS) platform used for instruction) with resources for both teachers and students, supporting core instruction with remediation, enrichment, and reinforcement.		
Core Instruction		
Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
McGraw-Hill School Education's <i>Florida StudySync</i> , Grades 6, 7, or 8 – 1 st Edition	2021	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student scores equivalency of Level 2 on the most recent FAST ELA Reading Assessment (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: IF a student meets the following criteria at the beginning of the school year: Student who score a Level 1 or fall within the lowest 75% of Level 2 on FAST receive diagnostic evaluations to identify foundational reading deficiencies. Students with a proficiency benchmark of 20th-39th percentile based on scale score on the most recent FAST Reading Assessment (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction). Tier 2: FAST PM3: 20th – 39th percentile If FAST ELA Reading score is unavailable, Level 1 or Low Level 2 on most recent PM FAST ELA Reading Assessment. Students who enroll from an out of state school will be given a Corrective Reading placement test as an initial data point available for placement until additional data is collected.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 45 minutes-1 hour Course(s) where interventions take place: 10000010, 10000012, 10000014		
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)

Amira Learning	Promising	
Corrective Reading		Corrective Reading for grades 6-8 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s): 1. Build students' decoding skills so they can read complex multisyllabic words. Strong Evidence. 2. Provide purposeful fluency-building activities to help students read effortlessly. Strong Evidence 3. Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read Strong Evidence 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. Moderate Evidence These recommendations were built into the program by direct instruction through explicit, step-by-step lessons are organized around two major strands, Decoding and Comprehension, which may be used separately or together to customize instruction for particular student needs. Each strand of Corrective Reading has four levels that teach foundation skills for non-readers to seventh-grade-level material – potentially all in about 2 1/2 years. Decoding lessons range from instruction in letter sounds and blending to the reading of sophisticated passages such as those found in content-area textbooks. Comprehension skills covered range from simple classification and true-false identification to

		complex analogies, analyses, and inferential comprehension strategies. The district will support and monitor implementation of this program by providing district coordinator for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including monthly training opportunities for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
TeachTown		<u>TeachTown</u> for grades 6-8 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s): 1. Build students' decoding skills so they can read complex multisyllabic words. Strong Evidence. 2. Provide purposeful fluency-building activities to help students read effortlessly. Strong Evidence 3. Routinely use a set of comprehension-building practices to help students make sense of the text - Part 3A. Build students' world and word knowledge so they can make sense of the text - Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read - Part 3C. Teach students a routine for determining the gist of a short section of text - Part 3D. Teach students to monitor their comprehension as they read Strong Evidence 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. Moderate Evidence These recommendations were built into the program by the implementation of both computer based and paper-based components

		that include whole group and small group instruction. The district will support and monitor implementation of this program by providing district support for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including training opportunities for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy	Promising	
LIFT (Nat Geo)		LIFT (Nat Geo) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation(s): 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Strong Evidence. 2. Integrate oral and written English language instruction into content-area teaching. Strong Evidence. 3. Provide regular, structured opportunities to develop written language skills. Minimal Evidence 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 providing a structured approach to skill-building through scaffolded instruction. The district will support and monitor implementation of this program by providing district ELL support for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including training opportunities for professional learning.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Student scores Level 1 on the most recent FAST ELA Reading Assessment and is consistently scoring lower than the 19th percentile as measured by FAST ELA (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction). Students who do not demonstrate adequate progress following Tier 1 and Tier 2 instruction are identified for Tier 3 interventions, as measured by performance at the 19th percentile or below. The determination is based on a comprehensive review of multiple data sources, including FAST Progress Monitoring Assessments, classroom-based formative assessments, and iStation's ISIP (Amira) diagnostic data. These		

tools are used throughout the school year to monitor student performance and identify persistent reading deficiencies. Tier 3 interventions are then implemented to provide intensive, individualized support aligned to each student's specific instructional needs.

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:

Tier 3: FAST PM data from previous school year: 19th percentile and below and were receiving Tier 3 intensive interventions at the end of the previous school year.

If FAST ELA Reading score is unavailable, Level 1 or Low Level 2 on most recent PM FAST ELA Reading.

Number of times per week interventions are provided: 3

Number of minutes per intervention session: 20 minutes

Course(s) where interventions take place:

10000010, 10000012, 10000014

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)
Amira Learning (Teacher-Led Small Group Lessons)	Promising	
Corrective Reading		See verbiage above.

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)
TeachTown- Teacher-led small group lessons		See verbiage above.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy (Teacher-led small group lessons)	Promising	
LIFT (Nat Geo)		See verbiage above.

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

The Chief Academic Officer, The Chief of Schools, Regional Assistant Superintendents, and Senior Directors of School Improvement facilitate the processes to identify and solve the problems with the support of the regional and district literacy teams and through the school-based administration, literacy leadership team, and literacy coaches.

Tier 3 instruction is supported through district district-adopted core curriculum, with teacher training, coaching, and collaborative planning.

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?
Achieve 3000 (Intensive Reading Students)	☒ 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
Corrective Reading (for identified schools)	☒ 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 Text-based Writing Assessment	☒ 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.

Students requiring Tier 2 and Tier 3 reading interventions are identified through analysis of previous and current grade-level assessment platforms. Assessment data—including state assessments, progress monitoring tools, and district writing evaluations—are reviewed to determine student performance and identify areas of reading deficiency.

The district's learning platform, Performance Matters, supports this process by consolidating assessment data for efficient analysis and instructional planning. The Assessment, Accountability, and Evaluation

Department manages this platform in collaboration with the Literacy Department to establish tiered performance thresholds. Decision trees outlining assessment protocols and benchmark expectations provide additional guidance for school-based teams in determining appropriate intervention levels. To support reading development across key domains—phonological awareness, phonics, vocabulary, fluency, and comprehension—the district has adopted a comprehensive curriculum aligned with the B.E.S.T. Standards. Core instructional materials from McGraw Hill (K–12) provide foundational support, while intervention resources such as StudySync, Achieve 3000, Literacy Chalk Talk, and Corrective Reading offer monthly assessments and daily instructional tools. These resources also include components that support oral language development, ensuring a comprehensive and responsive approach to literacy instruction.

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

Tier 1 instruction is monitored for effectiveness by school administration, literacy coaches with support from district- based staff through formal observations, walkthroughs, and regular data review, including FAST ELA Progress Monitoring Reports, Achieve 3000 Literacy Reports, and *StudySync* Assessments.

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

Tier 2 intervention is monitored through formative and summative assessments, progress monitoring, data reviews, formal observations, walk-throughs and evaluations by school-based administrators, reviews by Regional Assistant Superintendents and Senior Directors of Improvement, with support from Regional and District Literacy Teams.

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

Tier 3 intervention is monitored through formative and summative assessments, progress monitoring, data reviews, formal observations, walk-throughs and evaluations by school-based administrators, reviews by Regional Assistant Superintendents and Senior Directors of School Improvement, with support from Regional and District Literacy Teams.

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: Level 3, 4 or 5 based on previous years FAST PM1, PM2, and PM3 ELA Reading Assessment. If FAST ELA Reading score unavailable, Level 3, 4 or 5 on most recent PM 1 FAST ELA Reading Assessment. Students who enroll from an out of state school will be given a Corrective Reading placement test as an initial data point available for placement until additional data is collected. Tier 1: FAST PM3: at or above 40th percentile	
What processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction and/or curriculum provided to students? Procedures for Tier 1 instruction include instructional coaching, regular data review, and collaborative planning. Schoology (is the Learning Management Systems (LMS) platform used for instruction), with resources for both teachers and students, supporting core instruction with remediation, enrichment, and reinforcement.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw-Hill School Education’s Florida StudySync, Grades 9-12, 2022, 1st Edition	2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student scores equivalency of Level 2/20 th -39 th percentile on the most recent FAST ELA Reading Assessment (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Tier 2: FAST PM3: 20th – 39th percentile If FAST ELA Reading score unavailable, Level 1 or Low Level 2 on most recent PM FAST ELA Reading Assessment. Students who do not demonstrate adequate progress following Tier 1 and Tier 2 instruction are identified for Tier 3 interventions, as measured by performance at the 19th percentile or below. The determination is based on a comprehensive review of multiple data sources, including FAST Progress Monitoring Assessments, classroom-based formative assessments, and Achieves Level Setting diagnostic data. These tools are used throughout the school year to monitor student performance and identify persistent reading deficiencies. Tier 3 interventions are then implemented to provide intensive, individualized support aligned to each student's specific instructional needs.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 20 minutes Course(s) where interventions take place: 1001310, 1001340, 1001370, 1001400, 1000412, 1000414, 1000416, 1000418		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve3000	Strong	
Corrective Reading		<u>Corrective Reading</u> in 9-10th grades does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s): 1. Provide explicit vocabulary instruction. Strong Evidence. 2. Provide direct and explicit comprehension strategy instruction. Strong Evidence. 3. Increase student motivation and engagement in literacy learning. Moderate Evidence. 4. Make available intensive and individualized interventions for struggling readings that can be provided by trained specialists. Strong Evidence. These recommendations were built into the program by direct instruction through explicit, step-by-step lessons are organized

		around two major strands, Decoding and Comprehension, which may be used separately or together to customize instruction for particular student needs. Each strand of Corrective Reading has four levels that teach foundation skills for non-readers– potentially all in about 2 1/2 years. Decoding lessons range from instruction in letter sounds and blending to the reading of sophisticated passages such as those found in content-area textbooks. Comprehension skills covered range from simple classification and true-false identification to complex analogies, analyses, and inferential comprehension strategies. The district will support and monitor implementation of this program by providing district coordinator for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including monthly training opportunities for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
TeachTown		<u>TeachTown</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s): 1. Provide explicit vocabulary instruction. Strong Evidence. 2. Provide direct and explicit comprehension strategy instruction. Strong Evidence. 3. Increase student motivation and engagement in literacy

		learning. Moderate Evidence. 4. Make available intensive and individualized interventions for struggling readings that can be provided by trained specialists. Strong Evidence. These recommendations were built into the program by the implementation of both computer based and paper-based components that include whole group and small group instruction. The district will support and monitor implementation of this program by providing district support for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including training opportunities for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
LIFT (Nat Geo)		<u>LIFT (Nat Geo)</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s): 1. Provide explicit vocabulary instruction. Strong Evidence. 2. Provide direct and explicit comprehension strategy instruction. Strong Evidence. 3. Provide opportunities for extended discussion of text meaning and interpretation. Moderate Evidence. 4. Increase student motivation and engagement in literacy learning. Moderate Evidence. 5. Make available intensive and individualized interventions for struggling readings that can be provided by trained specialists. Strong Evidence.

		These recommendations were built into the program by providing a structured approach to skill-building through scaffolded instruction. The district will support and monitor implementation of this program by providing district ELL support for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including training opportunities for professional learning.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Student scores 19 th percentile or below on the most recent FAST ELA Reading Assessment and is consistently not meeting proficiency on needed focus skills from Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).		
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: Tier 3: FAST PM-19 th Percentile and Below 11 th -12 Grade: 10 th grade FAST ELA Reading Level 3 has not been met and no concordant score for graduation requirement has been met.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 45 Course(s) where interventions take place: 1000412, 1000414, 1000416, 1000418		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve3000(Teacher-led small group lessons)	Strong	
Corrective Reading		See verbiage above.
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)
TeachTown-Teacher-led small group lessons		See verbiage above.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

LIFT (Nat Geo)- Teacher-led small group lessons		See verbiage above.
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The Chief Academic Officer, Regional Assistant Superintendents, and Senior Directors of School Improvement facilitate the processes to identify and solve the problems with the support of the regional and district literacy teams and through the school-based administration, literacy leadership team, and literacy coaches. Tier 3 instruction is supported through district district-adopted core curriculum, with teacher training, coaching, and collaborative planning.		

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

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

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

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

Name of Professional Learning	Target Audience	Description
Literacy Coach Professional Learning	Literacy Coach	• Schoology (district Learning Management system, platform used for instruction) course for instructional staff: "Formative Assessments: The WHY and HOW" • Schoology (district Learning Management system, platform used for instruction) course and in-field coaching for school-based coaches and PEC mentors: "NTC Coaching Tools: The Planning Conversation Guide" to support planning and alignment to standards. • Schoology (district Learning Management system, platform used for instruction) course and in-field coaching for school-based coaches and PEC mentors: "NTC Coaching

		Tools: Analyzing Student Learning” to support analyzing formative assessments and creating a plan to close the achievement gap. • Schoology (district Learning Management system, platform used for instruction) course and in-field coaching for school-based coaches and PEC mentors: “NTC Coaching Tools: Content, Strategies, and Alignment” to support effective feedback using data after a classroom observation centered around an identified indicator. • PD Offering: Discussion & Questions to Evoke Higher-Order Thinking Professional Learning Sessions. • AVID PD: “Content-Specific Critical Reading” which covers implementing critical reading strategies to support content-specific literacy across all content areas. • AVID PD: “Critical Reading Strategies for the Elementary Classroom” which covers scaffolding critical reading strategies for elementary students to access and process grade-appropriate rigorous tests. • AVID PD: “Reading and Writing-to-Learn Strategies for the Elementary Classroom” which covers Implementing the key reading strategies, synthesizing, and identifying importance, to support students’ access to, and understanding of, rigorous texts. • Power School Premium Library through “PowerSchool” – Classroom Demonstrations, Professional Learning Courses in Reading, Exceptional Ed. And Experts in Reading Strategies. • For SAOs, the PD opportunities around the Assessment Literacy work include: • Readiness pre-assessments • Formative assessments • Student Work Analysis • Data-Driven Differentiated Instruction
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		• Summative assessments (classroom-based) • Performance assessments (classroom-based) • Rubrics
Reading Endorsement Program: Competencies: 1, 2, 3, 4 and 5	Teachers, Literacy Coaches, and other support staff require endorsement to fulfill their role/meet state requirements for interventions.	Reading Endorsement Competency 1, 2, 3, 4 and 5, aligned to the State Performance Indicators and fulfills the State Performance Indicators, are offered through online courses designed to add collegiality and onsite support for teachers, providing flexibility to integrate course content and school-based practices through authentic application of reading instruction.
40 Point Reading Renewal	Teachers, Literacy Coaches, and other support staff with certifications requiring the 40-point Reading Renewal.	40 Point Renewal is provided for teachers who are required by the certificate areas being renewed, beginning validity date of July 1, 2020, (renewal June 30, 2025) or thereafter, as specified in Rule 6A-4.0051.
Curriculum-Specific Professional Development	Teachers, Literacy Coaches, and other support staff for those specific programs at schools.	Professional Development, including on-demand videos, will be provided for all district adopted curriculum content for implementation of K-12 McGraw Hill core curriculum and all reading intervention resources: Amira Learning, Renaissance Star Early Literacy and Reading, Reading Mastery, SIPPS, Language for Learning, Achieve 3000 Literacy, and Corrective Reading, which includes support for integrating phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies using an explicit, systematic and sequential approach, including multisensory intervention strategies.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction. The ACE Professional Learning Certification Program is for those teachers who were not education majors in college, are on a five-year temporary certificate, and have college courses to take as part of their requirements to move to a 5-year Professional Certification. Communication with these staff members begins within weeks of their employment and continues throughout their first five years with our district (while they are on a temporary certificate). As directed by Florida State Statute, ACE participants must be the teacher of record for groups of students. Program participants must be able to create curriculum, lesson plans, and units delivered to their students, and data is generated and disaggregated and serves classroom teachers grades K-12.		

The Clinical Supervision course aims to provide a Florida State Statute-required professional learning that effectively prepares teacher leaders to supervise, support, and provide feedback during *preservice teachers'* field experiences. The district recognizes that preparing preservice candidates to be effective teachers who contribute significantly to the school system allows all students to obtain a high-quality education. Preservice candidates must complete field experiences that fully prepare them to manage their classrooms by practicing and demonstrating the uniform core curricula specific to their areas of program concentration, with a diverse population of students in various challenging environments, including high-poverty schools, urban schools, and rural schools. Those candidates must also engage in developmental experiences that are welcoming and supportive in continuing their teaching career with Polk County Public Schools—providing well-prepared teacher leaders to serve as Clinical Educators supports that goal.

Assessment literacy refers to the knowledge, skills, and process associated with designing, selecting, implementing, scoring, and/or using high-quality assessments to improve student learning. Year one topics of study include classroom formative assessment processes such as learning intentions and success criteria, readiness pre-assessments, eliciting evidence of student learning progress during instruction, eliciting evidence of student learning progress after instruction, monitoring progress, student conferrals, collaborative discussions, student work analysis, peer assessment, and self-assessment with goal setting. Year two topics of study include classroom summative assessment practices, including determining high quality assessments, high quality rubrics and scoring criteria, grading, and reporting practices, and the purpose and use of interim and state summative assessments.

The teacher leader assessment literacy cadres are designed to nurture a more comprehensive understanding of assessment and its purposes and uses at all levels (district, school, classroom) utilizing curriculum resources to support sound assessment practices. The professional learning focuses on supporting classroom instruction and deeper learning to (a) forge a deeper understanding of how assessment and instruction inform one another (planning, remediation, enrichment, differentiation, etc.), (b) apply best practices in classroom assessment, and (c) develop coherent classroom, school, and district assessment systems that focus on supporting deeper learning and curriculum content.

Differentiated Professional Learning

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

Polk County Public Schools (PCPS) employs a data-driven approach to professional learning, ensuring that instructional support is both differentiated and intensified to meet the evolving needs of educators. Progress monitoring data serves as a foundational tool to identify instructional gaps, inform targeted interventions, and personalize professional development pathways for teachers and paraprofessionals. For certified educators, professional learning is aligned with student performance trends and instructional priorities. Teachers demonstrating specific needs based on data are provided with tailored coaching, content-specific training, and collaborative planning opportunities. This ensures that professional growth is directly linked to classroom impact.

Some examples include: The **USF-Polk Academies** exemplify this commitment by offering selected teacher leaders a tuition-free pathway to earn a Master of Arts in Reading or a Master of Education in Educational Leadership. These programs are designed to cultivate instructional excellence and leadership capacity across PCPS schools and the district.

Paraprofessionals benefit from both online and in-person training modules that address essential instructional competencies. Topics include instructional methods, teamwork, behavior management, peer interaction facilitation, technology integration, confidentiality, fostering student independence, and literacy strategies. In-person sessions provide opportunities for peer collaboration and deeper exploration of online content.

Additionally, the **Teacher Apprenticeship Program** offers an alternative route into the teaching profession. Apprentices engage in structured, supervised on-the-job training under the mentorship of experienced educators. Delivered through a competency-based model via Schoology in partnership with Polk State College (PSC), the program supports apprentices in classrooms with a 1.5X state class size ratio. Upon successful completion, participants are offered a conditional teacher contract, ensuring a seamless transition into the profession.

Teacher Induction Program Seminar (TIPS) is designed in response to the pedagogical needs of new teachers, a significant number of whom are non-education majors pursuing alternative certification. The course is differentiated based on years of teaching experience: TIPS A is designed for novice teachers with 0 to three years of teaching experience. TIPS B is intended for more experienced teachers with 4+ years of experience.

The TIPS coursework includes content related to instructional delivery, the learning environment, professional responsibility, and ethical conduct. The content is developed by professional learning facilitators and subject matter experts.

Book studies are offered several times a year for teachers to develop skills to use in their classrooms. They are self-paced through Schoology around different topics. The teachers sign up through NetConnect and work through the assignments aligned with the book. During the book study, optional Teams meetings are offered for teachers to meet and discuss the ideas presented.

Together, these initiatives reflect PCPS's strategic use of progress monitoring data to drive meaningful, personalized professional learning that builds instructional capacity and supports student achievement.

Mentor Teachers

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

The Professional Development Department currently deploys 6 Full-Release Instructional Mentors that serve 18 high-needs schools across the district. Each mentor serves a caseload of approximately 20 alternatively certified novice teachers (0-3 years' experience). The full-release mentors serve the same teachers for two consecutive years through rigorous, job-embedded professional learning and coaching. Mentors utilize New Teacher Center's research-based coaching/mentoring tools to support coaching cycles centered around support of the Learning Arc and implementing high-quality instructional strategies. The Instructional Mentor's tool usage and interaction time with each teacher they support is documented online and communicated to school administration and Regional Superintendents monthly.

Teachers Coaching Teachers is designed for classroom teacher leaders aspiring to remain in the classroom and have leadership opportunities to coach teachers at their school. Teachers Coaching Teachers (TCT) is an instructional coaching partnership with Grand Canyon University (GCU) and seeks to honor the expertise and garner the experience of classroom teacher leaders who do not necessarily aspire to be an administrator but desire to lead in their schools and support fellow teachers.

This initiative allows classroom teacher leaders to remain in the classroom while also being eligible to provide job-embedded coaching during planning periods and receive a stipend for coaching support provided.

Leading From the Classroom (LFC) is a program to promote teacher leadership and action among PCPS' school campuses. The program is open to application every year, and between 20-40 candidates are selected for participation. The candidate must have principal approval, demonstrate knowledge about their classroom and identify a potential problem to be solved. Participants meet monthly to learn leadership skills and develop an action plan to solve a problem at their school.

LFC is designed to retain teachers in two ways. First, select teachers can develop leadership skills and work on an action plan for their school. Second, those action plans are designed to be worked on with their

school administrators to bring them to fruition. With those action plans in place, a better work atmosphere is afforded to all the teachers in the school.

Professional Learning Time

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

In accordance with the Polk County Teacher Collective Bargaining Agreement, Board approved on 3/25/25:

All teachers are to be guaranteed an uninterrupted daily block of at least 45 minutes of planning for a traditional schedule or an uninterrupted block of at least 90 minutes every other day for a block schedule. Planning time shall be used primarily for lesson/program planning, parent conferences, student conferences, and conferring with other faculty members. A good faith effort must be made by the principal or designee to ensure equitable scheduling among the faculty for teacher participation and involvement for any accommodation plan meeting (IEP (Individual 15 Education Plan), 504, BIP (Behavior Intervention Plan), etc.) in which the teacher's planning time and instructional time are disrupted as little as possible.

a) The principal may have up to one (1) of these 45-minute blocks per week designated for Collaborative Planning, Professional Learning Community (PLC), or Faculty Meetings (one (1) per month) or other data gathering/planning intended to increase student achievement even on weeks shortened by a holiday.

b) Outside of the principal/admin directed planning each week, teacher planning time shall be used by the teacher solely for self-directed planning time. Recognizing that curriculum changes are inevitable throughout all areas of instruction, team/common planning may occur and is encouraged to meet the needs of the students. Teachers are responsible for the proper utilization of the self-directed portion of planning time.

c) Classroom teachers may volunteer to cover classes during their planning period. Teachers will be compensated at their regular hourly rate of pay for the equivalent of their school's scheduled planning period. Any non-classroom instructional staff who is directed to cover a classroom for the entire student contact day will compensated at their regular hourly rate of pay for the equivalent of their school's scheduled planning period. Instructional staff will use the Special Activity Payroll reporting process.

6.3-1 Elementary school teachers shall have an uninterrupted, continuous block of time of no fewer than forty-five (45) minutes per day of scheduled duty-free planning time during the student contact time. Should a continuous forty-five (45) minute block be unfeasible, the principal will schedule a continuous thirty (30) minute block during the student day and an additional fifteen (15) minute continuous block of time during the duty day for planning. Elementary teachers shall stay with their students when the students are participating in regularly scheduled special classes only when there is no certified instructor available.

6.3-2 Middle school teachers shall have an uninterrupted, continuous block of forty-five (45) minutes per day for a traditional schedule or an uninterrupted block of at least 90 minutes every other day for a block schedule of scheduled duty free planning time during the student contact time. Middle school schedules should include time for teacher planning time for such concepts as team planning, back-to-back planning periods, parent conferences, student conferences, etc. In middle schools that elect to participate in a seven (7) or eight (8) period day, the normal teaching load will be six (6) out of seven (7) or seven (7) out of eight (8) periods. (Advisor/advisee instruction will count as a teaching period.) Teachers, excluding those teachers assigned to Special Programs, may be asked, but shall not be involuntarily assigned a teaching schedule requiring more than three (3) preparations. To indicate acceptance of a schedule with more than three (3) preparations, the teacher must be presented with the schedule in writing and indicate acceptance by attaching their signature.

6.3-3 High school teachers shall have an uninterrupted, continuous block of forty-five (45) minutes per day for a traditional schedule or an uninterrupted block of at least 90 minutes every other day for a block schedule of duty-free planning time during the student contact time. A normal teaching load will be six (6) out of seven (7) periods. Instructional time will be arranged according to the school's approved schedule and in accordance with Southern Association of Colleges and Schools (SACS) guidelines. Teachers, excluding

those teachers assigned to Special Programs, may be asked, but shall not be involuntarily assigned a teaching schedule requiring more than three (3) preparations. To indicate acceptance of a schedule with more than three (3) preparations, the teacher must be presented with the schedule in writing and indicate acceptance by attaching their signature.

3.3 Non-student contact days for teachers shall be designated as six (6) Workdays and four (4) Staff Development Days. Workdays shall be available for teachers to use as Teacher Self-Directed Planning (Article 6.3) except that the principal may schedule and hold one Faculty Meeting (Article 6.5) of not more than 60 consecutive minutes during the day. Staff Development Days may be used as described in Article 6.5 Faculty Meetings.

3.4 The Board shall include at least ten (10) Student Early Dismissal Days distributed throughout the school year. Students shall be dismissed 150 minutes early to provide teachers 150 minutes of self-directed planning time. All remaining time shall be used by the employee for self-directed planning activities.

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

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

Name of Tutoring Program	Target Audience	Description
Varsity Tutoring	All students	is an online tutoring partnership that brings live instruction and lessons to students across the district. This program includes 1-on-1 online tutoring scheduled by teachers for individualized instruction, 24/7 homework help, self-study tools and courses, unlimited enrichment courses, and live chats across core K-12 subjects in English and Spanish. Student also can upload of a draft of a writing assignment to receive detailed feedback within 48 hours.
Americorps Polk Readers	ES students who have been identified as needing reading support at designated schools.	in partnership with the Polk Education Foundation, it currently serves eleven Polk County elementary schools, providing three 30-minute tutoring sessions per week to students who are not proficient in reading. These sessions target the five components of effective reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies) and work to move students up in their reading levels.

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.

Schools following these steps for parental notification:

- 1. Student Identification** - The school will identify and maintain a current list of students who exhibit deficiency in reading and/or mathematics. The school will maintain documentation to prove that progress monitoring is in place and that interventions are being implemented to help the individual student.
- 2. Evidence of Service** - The school will be able to explain and show evidence of the components of Progress Monitoring. This documentation will be the existing paperwork of the protocols used: the assessment data reports, the instructional interventions as evidenced in program product reports, teacher lesson plans, and student performance reports. These items exist as evidence of assessment, instruction, intervention, and student progress. Additional paperwork is not necessary to prove progress monitoring. A list of recommended progress monitoring tools is provided below.
- 3. Parent Notification** - This includes proof of parent notice and consultation such as a log showing distribution of the Parental Notification Document of Substantial Reading and/or Math Deficiency (PND) by the school or individual teacher and a log indicating the occurrence(s) of a parent conference(s).

If a child is struggling at any point in the school year, the Parent Consultation Notice should be sent with an existing data report used by the school, progress report, or report card. The notice requests the parent to call and make an appointment for a conference to discuss the child's deficits and explain the interventions and monitoring procedures. The distribution of notices is to be documented. If the parent does not respond to the notice, other attempts for contact should be pursued by the teacher and/or school staff to assure awareness of the academic deficiency. These attempts are to be documented.

Substantial Deficiency letters are housed within the district's SMS (Focus) and can be generated through that platform to be either electronically sent to the parent or guardian OR the letter can be printed. The letter includes resources such as:

Just Read, Florida!- Parent Resources

New Worlds Reading Initiative, K-5

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 will host two (Fall and Spring) Saturday Family Engagement Conferences, for families of Pre-K-12th grade students featuring sessions on Literacy resources and supports for students. Representatives from The New Worlds Reading Initiative will once again be invited to these conferences to provide information to parents.

Media Services provides PCSB Online Access, online resources for parents and students:

Books Bridge:

- Outreach program designed to bring books and book related knowledge to communities in Polk County.
- Books Bridge Library Media Specialists and Paraprofessionals take books on busses outfitted as mobile classrooms to young (Pre-K) children throughout Polk County

Title 1-Parents/Literacy Family Engagement Nights-School-based PLUS – Polk Library User Student – A PCLC & PCPS Program:

- Provides students with a Polk County Library Cooperative Patron Account.
- Gives students patron access to their local public library catalog.

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

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

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

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

Signature:

Date:

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

9) Highly Effective Teachers

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

PCPS works to ensure that all K-2 students receive a highly effective teacher within the guidelines of our Collective Bargaining Agreement.

8) Assurances (Rule 6A-6.053(3)(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:

8/4/25