

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dicy Watson	dwatson@pky.ufl.edu	352-392-1554
Data Element	Mickey MacDonald	mmacdonald@pky.ufl.edu	352-392-1554
Third Grade Promotion	Dicy Watson	dwatson@pky.ufl.edu	352-392-1554
Multi-Tiered System of Supports	Kim Dotts-Hoehnle	Kdotts-hoenle@pky.ufl.edu	352-392-1554
Other (Enter Responsibility)			

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	14,172.30	.15
Intervention teachers	23,321.76	.28
Scientifically researched and evidence-based supplemental instructional materials	71,239.73	
Third grade summer reading camps	2,801.29	
Summer reading camps		
Secondary Expenses		
Literacy coaches	15,027.70	.15
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
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.)		
Estimated Sum of Expenditures	126,562.73	

3) Literacy Leadership – District and School

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

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

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

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

	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0%	<5%	95%	>90%

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

Upon analysis of student data, VPK teachers implement small groups focused on letter recognition, sound recognition, and early writing skills. Implementation of the Heggerty phonics program, KPALS for additional interventions.

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	2%	<5%	91%	>90%
1	0%	<5%	95%	>90%
2	2%	<5%	87%	>90%
3	2%	<5%	92%	>90%
4	3%	<5%	82%	>90%
5	6%	<5%	76%	>90%
6	2%	<5%	89%	>90%
7	2%	<5%	83%	>90%
8	8%	<5%	78%	>85%
9	6%	<5%	79%	>80%
10	10%	<5%	71%	>80%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	STAR (K-2) and FAST (3-10) Quarter (PM) 1/2/3	STAR (K-2) and FAST (3-10) Quarter (PM) 1/2/3
Actions for continuous support and improvement	Program Evaluation, allocation of resources for professional learning, coaching, instructional shifts	Data Analysis, Literacy Coaching for T1 Improvement, Addition of T2 services as needed

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST (3-10) Quarter (PM) 1/2/3	FAST (3-10) Quarter (PM) 1/2/3
Actions for continuous support and improvement	Program Evaluation, allocation of resources for professional learning, coaching, instructional shifts	Data Analysis, Literacy Coaching for T1 Improvement, Addition of T2 services as needed
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST (3-10) Quarter (PM) 1/2/3	FAST (3-10) Quarter (PM) 1/2/3
Actions for continuous support and improvement	Program Evaluation, allocation of resources for professional learning, coaching, instructional shifts	Data Analysis, Literacy Coaching for T1 Improvement, Addition of T2 services as needed

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

Based on the CERP reflection and other relevant data, P.K. Yonge will continue to double blocked literacy instruction for all sixth-grade students. This will allow for sixth grade students to receive 80 plus minutes of uninterrupted literacy daily, expanding the K-5 literacy block model through 6th grade.

Additionally, ELA teachers will engage in Lastinger Center for Learning professional learning modules focused on secondary literacy. PK will add an emphasis on the percentile rank of each student and monitoring student data at PM1, PM2, and PM3 to maintain percentile rank performance.

Expanded summer opportunities for striving 4th – 8th grade students provides an increase of 15 instructional days for students in need of additional literacy instruction.

P.K. Yonge is adding additional literacy instruction through elective offerings to increase T1 literacy in middle grades with an emphasis in 8th grade.

P.K. Yonge is adopting and implementing a revised comprehensive core curriculum for 4th and 5th grade with plans for possible expansion through 8th grade.

The district will review data annually and with K-12 leaders including teachers, admin, and coaches, discuss implementation of curriculum, alignment of professional learning, implementation and professional learning related to literacy practices in classrooms in order to ensure continuous improvement in literacy instruction increasing student achievement.

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

Effective implementation of the K-12 reading plan is monitored through coordination between the Principals, Director of Secondary Program, Director of Elementary Programs, and Secondary Learning Coaches, and Lastinger Literacy Specialist in 6-10 and Learning Community Leaders, Jill Ozog, Dicy Watson, and Michelle Mills. These school-based roles work together to ensure effective, evidence-based instruction is being implemented. Through our MTSS System, student data is monitored and adjustments to core (Tier 1), Tier 2, and Tier 3 are made based on student needs. Specifically, regarding weekly reading walkthroughs, our Principals, Ashley Hill and Dicy Watson along with Assistant Principal, Tredina Sheppard are tasked with walking through classrooms and providing timely feedback to teachers.

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.

Through our MTSS System, student data is monitored and adjustments to core (Tier 1), Tier 2, and Tier 3 are made based on student needs. Specifically regarding weekly reading walkthroughs, our Principals, and Elementary Principal along with Assistant Principals are tasked with walking through classrooms and providing timely feedback to teachers.

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

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

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

☒ Yes

☐ No

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

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

The literacy coach model is coordinated with Elementary and Secondary principals in monthly meetings focused on professional learning within the school/district.

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

The literacy coaches (LCLs and Literacy Specialist) are engaged in collaborative planning and working as thought partners with the schools' administrative team in order to coordinate the coaching teachers receive within the overarching design of professional learning 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?

As a single school, school district, P.K. Yonge DRS supports literacy coaches through professional learning and collaboration with school and district leadership. School calendars provide time and resources to meet with teaching teams and engage in data analysis, create action plans, and coaching. Our structures for SST and professional learning in science of reading through the Lastinger Learning Literacy Matrix provides a basis for literacy coaches to work alongside teachers to establish instructional goals and monitor student data in response to instruction.

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

The implementation of the coaching model is monitored through monthly (weekly in elementary) meetings with coaches and direct supervision of coaches allocation of time.

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

The effectiveness of coaches is monitored through the observation of classroom practice in alignment with the literacy practice profiles. Additionally, literacy coaches engage in direct instruction with students. Their

direct instruction is monitored with the literacy practice profiles. Students' literacy data is monitored at PM1, PM2, and PM3.

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?

As a single school, school district K-5 teachers collaborative plan for implementation of core and tiered instruction. We implement Center for Collaborative Classroom, Being a Reader (K-2) and Making Meaning/ Being a Writer (3-5) in addition to SIPPS as core curriculum. Director of Elementary Programs and Learning Community Leaders ensure standards-aligned T2 and T3 instruction is delivered based on student data and established need. This is monitored through implementation of our MTSS system of support. As a single school, school district 6-12 teachers (1 in each subject and grade level) design and implement standards-aligned curriculum for each course in coordination with their department and grade level team teachers and with oversight by the Director of Secondary Programs. Curriculum design is monitored through the districts Learning Management System (grades 6-12) and requirements for instructional design include providing print-rich explicit and systematic, scaffolded, and differentiated instruction; building background and content knowledge; and incorporating writing in response to reading; as well as principles of Universal Design for Learning. K-12 reading instruction aligned with Florida's revised formula for success, includes using statewide standardized assessment data as a screening measure to help ensure students receive reading instruction aligned to their needs across core curriculum. Balanced assessment systems including

both formative (progress monitoring) and summative assessments are implemented throughout the K-12 reading program to ensure continuous monitoring of student's instructional needs. This (formative and summative) assessment data when combined with statewide progress monitoring data through PM1 and PM2 in the FAST assessments is used to determine the extent to which a Tier 1 (core) is meeting the student's needs. In cases where students are not responding to T1, T2, and T3 instruction, a diagnostic assessment is used to assess in more detail where students have instructional needs across the the six components of reading. Through core (T1) instruction, supplemental (T2) and intensive (T3) instruction, students in K-12 classrooms receive instruction in oral language, phonemic awareness, phonics, vocabulary, fluency, comprehension.

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.

P.K. Yonge is using Creative Curriculum for pre-k core curriculum. We will give the FAST within the first 30 days of school. This data will help us know what support needs to be put into place. Additionally, we will have our SLP screen every pre-k student for speech and language within the first 30 days, which is another way we will be able to know how to meet the needs of all learners.

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

Creative Curriculum - Creative Curriculum is produced by Teaching Strategies and is the title. It is a play based literacy curriculum built on the science of reading pillars

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.](#)

Progress monitor, pulling small groups, and one on one interventions as needed.
Small group works on letter recognition
Sound recognition
Writing
Heggerty- Phonics program
Intervention-KPALS

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.

- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
iReady diagnostic	☐ 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
DIBELS	☐ 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 404 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 404 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 404 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
 - o 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.](#);

- o 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
- o 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 having a substantial deficiency in reading if/when they have demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Students are identified as having a substantial deficiency in reading if/when they score at or below the lowest achievement level benchmark on measures listed in the K-2/3-5/6-12 assessment and decision trees.

Students are identified as having a substantial deficiency in reading if/when they score substantially below the expected level benchmarks on DIBELS/ STAR Early Literacy and STAR Reading/ FAST progress monitoring assessments.

The MTSS leadership team meets and reviews data from STAR and FAST as initial screening assessments to determine students at each grade level performing below the expected benchmark (as determined by percentile ranking >20th percentile (T3) and > 40th percentile (T2). This initial screening data is then analyzed within grade level student success team meetings where additional assessment data from iReady and DIBELS (see assessment chart) determine interventions.

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

Students are identified as having a substantial deficiency in reading if/when they have demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Students are identified as having a substantial deficiency in reading if/when they score at or below the lowest achievement level benchmark on measures listed in the K-2/3-5/6-12 assessment and decision trees.

Students are identified as having a substantial deficiency in reading if/when they score substantially below the expected grade level benchmark on FAST progress monitoring assessments.

The MTSS leadership team meets and reviews data from STAR and FAST as initial screening assessments to determine students at each grade level performing below the expected benchmark (as determined by percentile ranking >20th percentile (T3) and >40th percentile (T2). This initial screening data is then analyzed within grade level student success team meetings where additional assessment data from iReady (see assessment chart) to determine interventions.

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

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

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

P.K. Yonge identifies K-3 students with characteristics of dyslexia through implementation of our MTSS system and specifically our Student Success Team Meetings which occur quarterly in grades K-5. The student success team is made up of teachers, counselors, exceptional student educators, school psychologists, administrators, and literacy coaches. These professionals are responsible for reviewing all student data related to reading and mathematics and determining based on student data and teacher observations if/when students need additional interventions. The team communicates the results of these student success meetings with parent stakeholders if/when it is determined that a student needs additional interventions. Interventions are put in place immediately following the SST meeting and monitored through ongoing progress monitoring assessments. If a student is demonstrating characteristics of dyslexia, the school psychologist (in addition to the intervention services) monitors and moves forward with additional required screenings.

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.

P.K. Yonge identifies K-3 students with characteristics of dyslexia through implementation of our MTSS system and specifically our Student Success Team Meetings which occur quarterly in grades K-5. The student success team is made up of teachers, counselors, exceptional student educators, school psychologists, administrators, and literacy coaches. These professionals are responsible for reviewing all student data related to reading and mathematics and determining based on student data and teacher observations if/when students need additional interventions. The team communicates the results of these student success meetings with parent stakeholders if/when it is determined that a student needs additional interventions. Interventions are put in place immediately following the SST meeting and monitored through ongoing progress monitoring assessments

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

Student data at PM1, PM2, and PM3 from both STAR, FAST, and iReady is used to monitor the effectiveness of T1 instruction.

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

Progress Monitoring data including both curriculum-based measures and data from PM1, PM2, and PM3 from both STAR, FAST, and iReady. Effectiveness is measured through performance criteria, based on the extent to which students are demonstrating growth (gains as determined by criteria associated to individual measures).

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

Progress Monitoring data including both curriculum-based measures and data from PM1, PM2, and PM3 from both STAR, FAST, and iReady. Effectiveness is measured through performance criteria, based on the extent to which students are demonstrating growth (gains as determined by criteria associated to individual measures).

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Tier 1 (Core) Only
Beginning of Year Data
Students must meet one or more of the following criteria at the beginning of the school year: If the student is meeting beginning of the year benchmarks as indicated by: Kindergarten = FAST STAR Early Literacy at or above the 40th percentile, DIBELS = LNF 25 First grade = FAST Reading at or above the 40th percentile, DIBELS LNF 34, PSF = 30-46, NWF 5-15, ORF 10-34wpm Second grade = FAST STAR Reading, students performing at or above the 40th percentile with previous year learning gain/history of demonstrated grade level learning gains in the previous year's data. DIBELS ORF = 39-84wpm 3rd – 5th = FAST ELA, students performing at or above the 40th percentile and aligned iReady assessment performance data.
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Maintaining and/or growth between PM1 and PM2 of percentile rank is an indication that T1 instruction sufficiently supports the development of student's literacy skills. PM1=If the student is meeting beginning of the year benchmarks as indicated by: Kindergarten = FAST STAR Early Literacy 40th percentile, DIBELS = LNF 25 First grade = FAST > 40th percentile, DIBELS LNF 34, PSF = 30-46, NWF 5-15, ORF 10-34wpm Second grade = FAST STAR Reading, students performing at or above the 40th percentile with previous year learning gain/ student growth, DIBELS ORF = 39-84wpm 3rd – 5th = FAST ELA, students performing at or above the 40th percentile with previous year learning gain/history of demonstrated growth PM2= If the student is meeting beginning of the year benchmarks as indicated by: Kindergarten = FAST STAR Early Literacy > 40th percentile, DIBELS = LNF 25 First grade = FAST > 40th percentile, DIBELS LNF 34, PSF = 30-46, NWF 5-15, ORF 10-34wpm Second grade = FAST STAR Reading, students performing at or above the 40th percentile with previous year learning gain/ student growth, DIBELS ORF = 39-84wpm 3rd – 5th = FAST ELA, students performing at or above the 40th percentile with previous year learning gain/history of demonstrated growth PM3 =If the student is meeting beginning of the year benchmarks as indicated by: Kindergarten = FAST STAR Early Literacy > 40th percentile, DIBELS = LNF 25 First grade = FAST > 40th percentile, DIBELS LNF 34, PSF = 30-46, NWF 5-15, ORF 10-34wpm Second grade = FAST STAR Reading, students performing at or above the 40th percentile with previous year learning gain/ student growth, DIBELS ORF = 39-84wpm 3rd – 5th = FAST ELA, students performing at or above the 40th percentile with previous year learning gain/ growth.
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Student Success Team meetings which are centered on reflective data analysis and instructional planning are a primary mechanism by which T1 instructional effectiveness is monitored and

problem solved. The following procedures are in place to identify and solve problems related to core instruction: The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data. Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction.			
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.			
Name of Program		Year of Program Adoption	
Being a Reader 2 nd edition (Center for Collaborative Classrooms) grades K-3		2023 (new edition)	
Art and Letters (Great Minds) grades 4-5		2025-26	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students in K-2 who perform below benchmark as indicated by a score below the established K- 2 cut scores on the FAST assessment and/or perform below the cut scores established for PM1, PM2, and PM3 on DIBELS will be provided T2 services within their school day. Cut scores: Below 40 th percentile on FAST Below 40 th percentile on iReady (specific cut scores used at each grade level) Students in grades 3-5 who perform below benchmark as indicated by FAST and iReady on PM1, PM2, and PM3 will be provided with T2 services within their school day. Cut scores: Below 40 th percentile on FAST Below 40 th percentile on iReady iReady Cut Scores (K-5)			
Cut Scores	Fall	Winter	Spring
1	434-457	458-479	480-536
2	489-512	513-536	537-560
3	511-544	545-560	561-602
4	557-578	579-602	603-629
5	581-608	609-629	630-640
Tier 1 Instruction + Tier 2 Interventions			
Beginning of Year Data			
Students who meet the following criteria at the beginning of the school year: Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction If when students are demonstrating consistent “below benchmark” data based on the measures and grade level indicators listed below: Kindergarten DIBELS LNF = 34 (AP1) / 41 (AP2) / 46 (AP3) DIBELS PSF = 15 (AP1) / 34 (AP2) / 38 (AP3) DIBELS NWF = 17 (AP1) / 30 (AP2) / 34 (AP3) 1st Grade			

DIBELS LNF = 45 (AP1) / 55 (AP2) / 73 (AP3) DIBELS ORF-A = 63 (AP1) / 78 (AP2) / 94 (AP3) DIBELS ORF-R = 17 (AP1) / 26 (AP2) / 55 (AP3)		
2nd Grade Gates Comprehension / Gates Vocabulary below 39th percentile FAST Assessment STAR Reading / STAR CBM benchmark data SIPPS on-level performance data in combination with other measures listed above		
Kindergarten through 2nd grade: Standards-based report card indicator of “Below Benchmark” in grade-level standards, in combination with the data measures above, would indicate a continuation of Tier 2 interventions.		
In addition to measures listed above, grades K-5 use the following measures and cut scores. Students in K-5 who perform below benchmark as indicated by a score below the established K-5 cut scores on the FAST assessment and/or perform below the cut scores established for PM1, PM2, and PM3 on DIBELS will be provided T2 services within their school day.		
Cut scores: Below 40 th percentile on FAST Below 40 th percentile on iReady (specific cut scores used at each grade level) Students in grades 3-5 who perform below benchmark as indicated by FAST and iReady on PM1, PM2, and PM3 will be provided T2 services within their school day.		
Cut scores: Below 40 th percentile on FAST Below 40 th percentile on iReady		
Number of times per week interventions are provided: 2X – 5X per week based on intervention design Number of minutes per intervention session: 15-25 minutes per session		
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)
SIPPS	Moderate	
iReady – personalized instruction	Moderate	
iReady- Teacher Toolbox		iReady Teacher Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of

		inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, vocabulary, comprehension strategies, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by including weekly classroom walkthroughs and observations, including but not limited to lesson study partnerships with Center for Collaborative Classroom and partnership with Lastinger Center for Learning 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)
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. SIPPS 4 th and 5 th Editions – Systematic, Explicit Decoding Instruction. SIPPS provides multisensory instruction by engaging students' auditory, visual, and kinesthetic-tactile learning pathways through explicit, structured routines and optional enhancements. Students listen and respond chorally to verbal prompts, follow visual cues and written words, and participate in activities like writing, tracing, and using letter tiles.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If when students are demonstrating significantly below benchmark data based on the measures and grade level indicators listed below: FAST K-5 below the 20 th percentile on FAST ELA Kindergarten DIBELS LNF = 28(AP1)/36(AP2)/42(AP3) Kindergarten DIBELS PSF = 7(AP1)/15(AP2)/28(AP3) Kindergarten DIBELS NWF = 14(AP1)/24(AP2)/30(AP3) 1st DIBELS NWF = 39(AP1)/48(AP2)/60(AP3)		

1st DIBELS ORF-A= 47(AP1)/62(AP2)/84(AP3) 1st DIBELS ORF-R = 7(AP1)/17(AP2)/32(AP3) 2nd Grade = Gates Comprehension/Gates Vocabulary below 25 th percentile 2nd Grade = FAST Assessment STAR Reading/ STAR CBM benchmark data below the 20 th percentile 2nd Grade = SIPPS on level performance data in combination with other measures listed above kindergarten thru 2nd grade Standards based report card indicator of "Below Benchmark" in grade level standards in combination with the data measures above would indicate a continuation of Tier 3 interventions.		
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: STAR and/or FAST data showing performance on PM3 prior year and/or PM1 at or below the 20th percentile in combination with other measures of performance including iReady Benchmarks are identified for interventions. Students who score at level 1 and any student who has been previously retained will receive T3 and T2 interventions. Cut scores: Below 20th percentile on FAST Below 20th percentile on iReady (specific cut scores used at each grade level) Students in grades 3-5 who perform below benchmark as indicated by FAST and iReady on PM1, PM2, and PM3 will be provided with T2/T3 services within their school day. Students who are demonstrating performance at Performance Level 1 on FAST in grades K-3 will receive T3 interventions.		
Number of times per week interventions are provided: 2X – 5X depending on intervention design Number of minutes per intervention session: 15-25 minutes per session		
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)
SIPPS	Moderate	
iReady Teacher Toolbox	Moderate	iReady Teacher Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to

		decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, vocabulary, comprehension strategies, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by including weekly classroom walkthroughs and observations, including but not limited to lesson study partnerships with Center for Collaborative Classroom and partnership with Lastinger Center for Learning 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)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. SIPPS – Level 3 Promising Evidence and Level 2 Moderate Evidence iReady , Curriculum Associates – Level 2 Moderate Evidence SIPPS provides multisensory instruction by engaging students' auditory, visual, and kinesthetic-tactile learning pathways through explicit, structured routines and optional enhancements. Students listen and respond chorally to verbal prompts, follow visual cues and written words, and participate in activities like writing, tracing, and using letter tiles.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Student Success Team Meetings and Data review meetings		

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

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

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: Monday – Thursday from 8am – 12pm (four weeks of instruction)
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): P.K. Yonge will provide Summer Reading Camp opportunity meeting the following requirements: Provide a highly effective teacher, certified or endorsed in Reading. Grade 3 students scoring LV 1 on statewide standardized assessments at PM3 will be included in Summer Reading camp. Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension using a combination of resources and materials including: iReady assessment and personalized instruction (moderate ESSA evidence) Being a Reader does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: IES Practice Guide for Foundational Skills (2016), K-3 Reading (2010), and Adolescent Literacy (2008). These recommendations were built into the program by ensuring that all six areas within the Science of Reading framework are addressed. The district will support and monitor implementation of this program by including weekly classroom walkthroughs and observations, including but not limited to lesson study partnerships with Center for Collaborative Classroom and partnership with Lastinger Center for Learning for professional learning.
Alternative Assessment Used: P.K. Yonge will use one of the following alternative assessments at the conclusion of summer reading camp to establish student performance: STAR Reading IReady SAT-10
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. K, 1, 2, 4, 5

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?
MAZE	☒ 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
iReady diagnostic	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

When students are performing at LV 1 on FAST ELA for PM3/PM1 and at or below the 20th percentile (T3). When students are performing at LV1 and/or LV2 on FAST ELA for PM1/PM2/PM3 and at or below the 40th percentile they are initially identified to be considered for interventions. A school-based problem-solving team reviews student data and makes a determination regarding the intensity and duration of interventions needed.

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

The following procedures are in place to identify and solve problems related to core instruction: The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data. Intensive interventions including both T2 and T3 are monitored through an individual student's response to intervention as determined by progress monitoring measures including but not limited to FAST data.

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

The following procedures are in place to identify and solve problems related to core instruction: The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T2 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data. Intensive interventions including both T2 and T3 are monitored through an individual student's response to intervention as determined by progress monitoring measures including but not limited to FAST data.

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

The following procedures are in place to identify and solve problems related to core instruction: The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T3 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data. Intensive interventions including both T2 and T3 are monitored through an individual student's response to intervention as determined by progress monitoring measures including but not limited to FAST data.

Grades 6-8 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: FAST ELA Assessment Data w/students performing at or above the 40 th percentile is considered as a first and most significant performance indicator. Additional data including previous year performance, current classroom data, and additional assessment data including but not limited to Lexile score and iReady assessment data is also considered.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Maintaining and/or growth between PM1 and PM2 and PM3 of percentile rank is an indication that T1 instruction is sufficiently supporting the development of student's literacy skills.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The following procedures are in place to identify and solve problems related to core instruction: The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of

student performance data. Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction.	
Mirrors and Windows (Carnegie)	2024
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: PM3 and/or PM1/PM2 performance at or below the 40 th percentile on FAST ELA And additional MAZE Screening Data aligns with FAST data results, Lexile scores through BeAble and iReady assessment data ORF will be used as additional data only on an as needed basis.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: If student meets the following criteria at the beginning of the school year: PM3 and/or PM1 performance at or below the 40 th percentile on FAST ELA and additional MAZE Screening Data aligns with FAST data results. ORF will be used as additional data only on an as needed basis as well as Lexile scores through BeAble and iReady assessment data PM3 and/or PM1 performance at or below the 40 th percentile on FAST ELA And additional MAZE Screening Data aligns with FAST data results. ORF will be used as additional data only on an as needed basis.		
Number of times per week interventions are provided: 2X-5X Number of minutes per intervention session: 15-25 Course(s) where interventions take place: ELA/SS/Creative WRITING Elective courses		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program		Verbiage (as needed)
iReady –Teacher Toolbox		iReady Teacher Toolbox 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) Provide explicit vocabulary instruction (strong), Provide direct and explicit comprehension strategy instruction. (strong), Provide opportunities for extended discussion of text meaning and interpretation. (moderate),

		Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (strong) These recommendations were built into the program by providing teaching staff with actionable instructional resources to align with the demonstrated needs of individual students on their iReady diagnostic assessment. The Toolbox directly links to assessed areas of weakness. The district will support and monitor implementation of this program by including weekly classroom walkthroughs and observations, including but not limited to lesson study partnerships with Center for Collaborative Classroom and partnership with Lastinger Center for Learning for professional learning.
iReady Personalized Instruction	Moderate	
SIPPS	Moderate	
BeAble	Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program		Verbiage (as needed)
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students not demonstrating growth between PM1 – PM2 – PM3 Student data is being monitored for growth (learning gains) between PM1-PM2-PM3 based on FAST established scale scores.		
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: Performance below the 20 th percentile and in LV1 at PM3 (Previous Year)/PM1 (current year) is the first and most significant indicator of the need for interventions. Additional data such as MAZE Screening Data thT aligns with FAST data results, ORF will be used as additional data only on an as needed basis as well as Lexile scores through BeAble and iReady assessment data are considered in determining the intensity and duration of the interventions.		
Number of times per week interventions are provided:		

2X – 5X Number of minutes per intervention session: 15-25 minutes Course(s) where interventions take place: ELA/SS/Creative Writing Elective		
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		Verbiage (as needed)
BeAble- Teacher led small group lessons	Promising	
iReady Teacher Toolbox		iReady Teacher Toolbox 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) Provide explicit vocabulary instruction (strong), Provide direct and explicit comprehension strategy instruction. (strong), Provide opportunities for extended discussion of text meaning and interpretation. (moderate), Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (strong) These recommendations were built into the program by providing teaching staff with actionable instructional resources to align with the demonstrated needs of individual students on their iReady diagnostic assessment. The Toolbox directly links to assessed areas of weakness. The district will support and monitor implementation of this program by including weekly classroom walkthroughs and observations, including but not limited to lesson study partnerships with Center for Collaborative Classroom and partnership with Lastinger Center for Learning for professional learning.
Rewards	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Director of Secondary Programs and Learning Coaches also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.		

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?
MAZE	☒ 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
iReady diagnostic	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☐ Screening ☒ Progress Monitoring ☒ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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?
	☐ All Students ☐ Select Students	☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	☐ 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.

When students are performing at LV 1 on FAST ELA for PM3/PM1 and at or below the 20th percentile (T3) When students are performing at LV1 and/or LV2 on FAST ELA for PM1/PM2/PM3 and at or below the 40th percentile (T2) they are initially identified to be considered for interventions. A school-based problem-solving team reviews student data and makes a determination regarding the intensity and duration of interventions needed.

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

The following procedures are in place to identify and solve problems related to core instruction: The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data.

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

The following procedures are in place to identify and solve problems related to core instruction: The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T2 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T2 through classroom walkthroughs and examination of student performance data.

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

The following procedures are in place to identify and solve problems related to core instruction: The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T3 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T3 through classroom walkthroughs and examination of student performance data including the student's response to interventions

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: FAST ELA Assessment Data w/students performing at or above the 40 th percentile is the first and most

significant indicator of student performance. Additional data including classroom assessment, student work samples, Lexile scores, and previous year iReady data (grade 8) is also considered.		
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST PM data with students demonstrating performance at or above the 40 th percentile		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? The following procedures are in place to identify and solve problems related to core instruction: The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data. Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction.		
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
Pre-Advanced Placement ELA 1	2023	
Pre-Advanced Placement ELA 2	2023	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST PM data indicating any of the following, decline in performance as indicated by level or percentile rank, percentile rank below 40 th percentile.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: FAST PM data indicating LV1 in combination with FAST PM3 data from prior year showing below grade level performance (below the 40 th percentile)		
Number of times per week interventions are provided: 2X – 5X Number of minutes per intervention session: 15-25 minutes Course(s) where interventions take place: ELA/AP Human Geo/World History Honors/American Government/Critical Thinking and Study Skills		
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)
iReady – personalized instruction	Moderate	
Beable	Promising	

iReady Teacher Toolbox		iReady Teacher Toolbox 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) Provide explicit vocabulary instruction (strong), Provide direct and explicit comprehension strategy instruction. (strong), Provide opportunities for extended discussion of text meaning and interpretation. (moderate), Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (strong) These recommendations were built into the program by providing teaching staff with actionable instructional resources to align with the demonstrated needs of individual students on their iReady diagnostic assessment. The Toolbox directly links to assessed areas of weakness. The district will support and monitor implementation of this program by including weekly classroom walkthroughs and observations, including but not limited to lesson study partnerships with Center for Collaborative Classroom and partnership with Lastinger Center for Learning 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)
English Language Learners		
Name of Program		Verbiage (as needed)
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students not demonstrating growth (learning gains based on scale scores) between PM1 – PM2 – PM3		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Number of times per week interventions are provided: 2X-5X Number of minutes per intervention session: 15-25 minutes		

Course(s) where interventions take place: ELA/AP Human Geo/World History Honors/American Government/Critical Thinking and Study Skills		
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		Verbiage (as needed)
BeAble- Teacher led small group lessons	Promising	
iReady – Teacher Toolbox		iReady Teacher Toolbox 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) Provide explicit vocabulary instruction (strong), Provide direct and explicit comprehension strategy instruction. (strong), Provide opportunities for extended discussion of text meaning and interpretation. (moderate), Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (strong) These recommendations were built into the program by providing teaching staff with actionable instructional resources to align with the demonstrated needs of individual students on their iReady diagnostic assessment. The Toolbox directly links to assessed areas of weakness. The district will support and monitor implementation of this program by including weekly classroom walkthroughs and observations, including but not limited to lesson study partnerships with Center for Collaborative Classroom and partnership with Lastinger Center for Learning for professional learning.
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Director of Secondary Programs and Learning Coaches also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.

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

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

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

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

Name of Professional Learning	Target Audience	Description
Lastinger Literacy Matrix	K-12 teachers	Reading Competencies 1-5/ Reading Endorsement Pathway
Emergent Literacy Micro-Credential	K-5 teachers	
Early Literacy Micro-Credential	K-5 teachers	
Secondary Literacy Micro-Credential	4-12 teachers	

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.

Professional Learning is provided in coordination with Lastinger Center for Learning and supported through the on-site pl support provided through Lastinger Affiliate Faculty.

Differentiated Professional Learning

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

Professional Learning is provided in coordination with Lastinger Center for Learning and supported through the on-site pl support provided through Lastinger Affiliate Faculty.

Mentor Teachers

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

In partnership with our Lastinger Affiliate faculty literacy specialist, model classrooms are established as science of reading practices are practiced and honed within the PK classrooms.

Professional Learning Time

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

Professional learning time is established through a weekly calendar which identifies and allocates time for professional learning with an emphasis on science of reading as a core component of PK Yonge's professional learning plan.

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
On-site tutoring K-5	K-5	As needed tutoring services provided in K-5 f2f
Tutoring Advantage	K-12	Tutoring Advantage in partnership with Lastinger Center for Learning

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

Parents are notified through written communication following PM1 data collection.

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

New Worlds Reading Initiative in partnership with PK learning communities provide access and support for home-based literacy activities.

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
CG	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.
CG	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 404 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
CG	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.
CG	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
CG	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
CG	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.
CG	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
CG	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
CG	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: <i>Christy Gabbard</i>	Date: 8/8/2025

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.

P.K. Yonge will prioritize the assignment of HE teachers in K-2 classrooms through an annual review of Teacher Performance Data and re-assignment in instances where HE teachers qualified for K-2 classrooms are available AND teachers scoring at Needs Improvement or below are currently teaching in K-2 classrooms.