**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](https://www.flrules.org/gateway/ruleno.asp?id=6A-1.09401). 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.

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| 1. **Contact Information**
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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.**

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| --- | --- | --- | --- |
| **Point of Contact** | **Name** | **Email**  | **Phone** |
| Main Reading Contact  |  |  |  |
| Data Element |  |  |  |
| Third Grade Promotion |  |  |  |
| Multi-Tiered System of Supports  |  |  |  |
| Other (Enter Responsibility)  |  |  |  |

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| **2)   District Expenditures**  |

**Comprehensive System of Reading Instruction Expenditures (**[**Rule 6A-6.053(9)(b)3.b., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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  |  |  |
| Scientifically researched and evidence-based supplemental instructional materials  |  |  |
| Third grade summer reading camps |  |  |
| Summer reading camps |  |  |
| **Secondary Expenses**  |
| Literacy coaches |  |  |
| 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** |  |  |

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| **3)   Literacy Leadership – District and School** |

1. **Measurable Student Achievement Goals** **(**[**Rule 6A-6.053(9)(b)3.d., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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).**

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

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

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

| **FAST** |
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| **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** |  |  |  |  |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |
| **7** |  |  |  |  |
| **8** |  |  |  |  |
| **9** |  |  |  |  |
| **10** |  |  |  |  |

1. **Plan Implementation and Monitoring (**[**Rule 6A-6.053(10), F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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:**

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| **Grades K-5** | **District Level** | **School Level** |
| Data that will be collected and frequency of review |  |  |
| Actions for continuous support and improvement |  |  |
| **Grades 6-8** | **District Level** | **School Level** |
| Data that will be collected and frequency of review |  |  |
| Actions for continuous support and improvement |  |  |
| **Grades 9-12** | **District Level** | **School Level** |
| Data that will be collected and frequency of review |  |  |
| Actions for continuous support and improvement |  |  |

1. **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.**

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

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1. **In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.**

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1. **Literacy Coaches (**[**Rule 6A-6.053(4), F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**?**

[ ] **Yes** [ ] **No**

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

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1. **How is the district’s literacy coach model communicated to principals?**

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

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1. **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?**

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

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

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| 1. **Assessment, Curriculum and Reading Instruction**
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1. **Florida's Formula for Reading Success (**[**Rule** **6A-6.053(3)(a), F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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)](https://www.law.cornell.edu/cfr/text/34/200.2).
			* **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
			* **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students’ ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
			* **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](http://www.leg.state.fl.us/Statutes./index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.485.html)
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?**

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1. **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.**

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

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1. **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.**](https://flrules.org/gateway/RuleNo.asp?ID=6A-6.053)

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1. **Assessment/Curriculum Decision Trees (**[**Rule 6A-6.053(9)(b)4., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94), 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)](https://uscode.house.gov/view.xhtml?req=(title:20%20section:7801%20edition:prelim)):

(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.

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| **Grades VPK-5** |

* + 1. **Grades VPK-5 Assessments**

| **FAST** |
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| **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 |
| FASTStar 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?** |
| Other District Assessment(Enter name of assessment. Then, select all that apply.) | [ ]  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 |
| Other District Assessment(Enter name of assessment. Then, select all that apply.) | [ ]  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 |

1. **Students with a Substantial Deficiency in Reading** [**(Rule 6A-6.053(6), F.A.C.)**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)

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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94) 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.](https://flrules.org/gateway/ruleno.asp?id=6A-6.053&Section=0), 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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94);
	+ 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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94); 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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94)
* 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.](http://www.leg.state.fl.us/Statutes/?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.22.html)

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.**

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

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1. **Students with Characteristics of Dyslexia (**[**Rule 6A-6.053(7), F.A.C.**](https://flrules.org/gateway/ruleno.asp?id=6A-6.053&Section=0)**)**

Students who have characteristics of dyslexia must be covered by one of the plans described in

[s. 1008.25(4)(b), F.S.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html), 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.**

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**3b. Describe the district’s process for providing additional screening to students with characteristics of dyslexia pursuant to** [**s. 1008.25(9), F.S.**](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94) **Name the screener(s) utilized.**

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

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

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

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| **Grades K-5 Decision Tree** |
| **Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.** |
| **Tier 1 (Core) Only** |
| **Beginning of Year Data** |
| **Students must meet the following criteria at the beginning of the school year:**(Enter assessment criteria that will be used.) |
| **List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.** |
| **What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** |
| **Core Instruction****Indicate the core curriculum utilized. Add additional rows as needed.** |
| **Name of Program** | **Year of Program Adoption** |
|  |  |
|  |  |
| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:** |
| **Tier 1 Instruction + Tier 2 Interventions** |
| **Beginning of Year Data** |
| **Students who meet the following criteria at the beginning of the school year:**(Enter assessment criteria that will be used.) |
| **Number of times per week interventions are provided:****Number of minutes per intervention 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)** |
|  |  |  |
|  |  |  |
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| **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.** |
| **Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:** |
| **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:**(Enter assessment criteria that will be used.) |
| **Number of times per week interventions are provided:****Number of minutes per intervention 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)** |
|  |  |  |
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| **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)** |
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|  |  |  |
| **English Language Learners** |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
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| **For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.** |
| **What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**  |

1. **Summer Reading Camps (**[**Rule 6A-6.053(8), F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

Requirements of Summer Reading Camps pursuant to [s. 1008.25(8), F.S.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94), 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.**](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94)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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.34.html)

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| **Summer Reading Camps for Retained Grade 3 Students** |
| **Schedule:** |
| **Evidence-Based Instructional Materials to be used, as defined in**[**20 U.S.C. s. 7801(21)(A)(i)**](https://uscode.house.gov/view.xhtml?req=(title:20%20section:7801%20edition:prelim))**:** |
| **Alternative Assessment Used:** |
| **Additional Information (optional):** |

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

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| **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.** |

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| **Grades 6-8** |

1. **Grades 6-8 Assessments**

| **FAST** |
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| **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?** |
| Other District Assessment(Enter name of assessment. Then, select all that apply.) | [ ]  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 |
| Other District Assessment(Enter name of assessment. Then, select all that apply.) | [ ]  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 |

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

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

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

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

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| **Grades 6-8 Decision Tree** |
| **Tier 1 (Core) Only** |
| **Beginning of Year Data** |
| **Students must meet the following criteria at the beginning of the school year:**(Enter assessment criteria that will be used.) |
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.** |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** |
| **Core Instruction****Indicate the core curriculum utilized. Add additional rows as needed.**  |
| **Name of Program** | **Year of Program Adoption** |
|  |  |
|  |  |
| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:** |

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| **Tier 1 Instruction + Tier 2 Interventions** |
| **Beginning of Year Data** |
| **Students who meet the following criteria at the beginning of the school year:** (Enter assessment criteria that will be used.) |
| **Number of times per week interventions are provided:****Number of minutes per intervention session:****Course(s) where interventions take place:**  |
| **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)** |
|  |  |  |
|  |  |  |
| **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** | **ESSA Evidence Level** | **Verbiage (as needed)** |
|  |  |  |
|  |  |  |
| **Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:** |
|  **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:**(Enter assessment criteria that will be used.) |
| **Number of times per week interventions are provided:****Number of minutes per intervention session:****Course(s) where interventions take place:**  |
| **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)** |
|  |  |  |
|  |  |  |
| **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** | **ESSA Evidence Level** | **Verbiage (as needed)** |
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| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**  |

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| **Grades 9-12** |

1. **Grades 9-12 Assessments**

| **FAST** |
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| **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?** |
| Other District Assessment(Enter name of assessment. Then, select all that apply.) | [ ]  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 |
| Other District Assessment(Enter name of assessment. Then, select all that apply.) | [ ]  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 |

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

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

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

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

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| **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:**(Enter assessment criteria that will be used.) |
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.** |
| **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?**  |
| **Core Instruction****Indicate the core curriculum utilized. Add additional rows as needed.**  |
| **Name of Program** | **Year of Program Adoption** |
|  |  |
|  |  |
| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:** |
| **Tier 1 Instruction + Tier 2 Interventions** |
| **Beginning of Year Data** |
| **Students who meet the following criteria at the beginning of the school year:** (Enter assessment criteria that will be used.) |
| **Number of times per week interventions are provided:****Number of minutes per intervention session:****Course(s) where interventions take place:** |
| **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)** |
|  |  |  |
|  |  |  |
| **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** | **ESSA Evidence Level** | **Verbiage (as needed)** |
|  |  |  |
|  |  |  |
| **Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:** |
| **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:** (Enter assessment criteria that will be used.) |
| **Number of times per week interventions are provided:****Number of minutes per intervention session:****Course(s) where interventions take place:** |
| **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)** |
|  |  |  |
|  |  |  |
| **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** | **ESSA Evidence Level** | **Verbiage (as needed)** |
|  |  |  |
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| **What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**  |

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| **5)  Professional Learning (**[**Rule 6A-6.053(9)(b)3.f.—j., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)** |

**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)](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.585.html) and [1012.98(5)(b)11., F.S.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.98.html), 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.**

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| **Name of Professional Learning** | **Target Audience** | **Description** |
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| **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.**  |
| **Differentiated Professional Learning****Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.** |
| **Mentor Teachers****Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.** |
| **Professional Learning Time****Describe how time is provided for teachers to meet weekly for professional learning.** |

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| **6)   Tutoring Programs to Accelerate Literacy Learning (**[**Rule 6A-6.053(9)(b)3.b., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)** |

**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.**

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| **Name of Tutoring Program** | **Target Audience** | **Description** |
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| **7)   Family Engagement (**[**Rule** **6A-6.053(9)(b)3.o., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)** |

**In accordance with the list outlined in** [**s. 1008.25(5)(d), F.S.**](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94)**, describe the district’s plan for immediately notifying parents of students identified with a substantial deficiency in reading.**

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**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).**

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| **8) Assurances (**[**Rule 6A-6.053(9)(b)2., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)** |

**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** |
|  | 1. 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.
 |
|  | 1. 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)](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94), [F.S.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94), 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.](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)
 |
|  | 1. 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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.34.html) 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. |
|  | 1. All literacy coaches in the district meet the minimum qualifications described in [Rule 6A-6.053(4), F.A.C.](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)
 |
|  | 1. 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.
 |
|  | 1. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
 |
|  | 1. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
 |
|  | 1. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.
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| 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.

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| **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.**

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