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 attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

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 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.

Point of Contact	Name	Email	Phone
Main Reading Contact	Christine Stephan	Christine.stephan@stjohns.k12.fl.us	904-547-6025
Data Element	Kathryn Barnes	Kathryn.barnes@stjohns.k12.fl.us	904-547-6051
Third Grade Promotion	Christine Stephan	Christine.stephan@stjohns.k12.fl.us	904-547-6025
Multi-Tiered System of Supports	Jessica Balla	Jessica.balla@stjohns.k12.fl.us	904-547-6052
Other (K-12 Literacy Coordinator)	Amanda Bergamasco	Amanda.bergamasco@stjohns.k-12.fl.us	904-547-6008

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(8)(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 K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	2,864,244	
Estimated proportional share distributed to district charters *Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (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.*	23,945	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	1,471,006	25
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	285,996	
Summer reading camps	275,000	June 2025 only
Secondary Expenses		
Literacy coaches	268,297	5
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
K-12/PreK 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 possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the 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		
Science of Reading Professional Learning ($60,000) Fundations Training-new teachers ($30,000) Resources • Lexia Core5 ($350,000) • FUNHub ($65,000) • Geodes online ($35,000)	540,000	
Sum of Expenditures	2,864,244	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053(8)(b)3.d., F.A.C.](#))
For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST	2022-23		2024-25	
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above
VPK	N/A	N/A	0	80

K	5	76	0	81
1	6	77	1	82
2	5	79	0	84

FAST	2022-23		2024-25	
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	10	72	5	77
4	9	77	4	82
5	11	72	6	77
6	12	70	7	75
7	13	70	8	75
8	14	68	9	73
9	13	70	8	75
10	11	73	6	78

B. Plan Implementation and Monitoring (Rule 6A-6.053(9), 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	Literacy Walkthrough Tool and Fidelity Checks	Literacy Walkthrough Data
Actions for continuous support and improvement	Monthly professional learning, meetings for admin teams and ILCs	School Literacy Leadership Team analysis of LWT data and plans for teacher support
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	Literacy Walkthrough Tool and Fidelity Checks	Literacy Walkthrough Data
Actions for continuous support and improvement	Monthly professional learning, meetings for admin teams and ILCs	School Literacy Leadership Team analysis of LWT data and plans for teacher support
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	Literacy Walkthrough Tool and Fidelity Checks	Literacy Walkthrough Data
Actions for continuous support and improvement	Monthly professional learning, meetings for admin teams and ILCs	School Literacy Leadership Team analysis of LWT data and plans for teacher support

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 upon the reflection tool, adjustments were made, and a plan developed to assist ILCs in having more time during the day for coaching teachers, ongoing training, and support for the use of Tier 1 curriculum materials with fidelity, the prioritization of ongoing training and support for training secondary teachers to be able to support students using Tier 2 and 3 interventions. Finally, continued training and support in the Science of Reading for all stakeholders is a priority.

3. **Describe the process used by principals to monitor implementation of the reading plan, including frequent Literacy Walkthroughs conducted by administrators.**

Principals conduct weekly classroom visits to gather data using the Literacy Walkthrough tool. The school-based Literacy Leadership Team meets monthly to analyze the data provided via the Literacy Walkthrough tool.

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

Principals and the Literacy Leadership Team utilize the Literacy Walkthrough tool, as well as district provided data warehouse tools (ESchool Plus, MTSS database, Performance Matters), to review progress monitoring data to make instructional and professional learning decisions to best meet the needs of students.

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?**
   Yes/No

   Yes.

   The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:
   - **Provide professional development on the following:**
     o **The major reading components, as needed, based on an analysis of student performance data;**
     o **Administration and analysis of instructional assessments; and**
     o **Providing differentiated instruction and intensive interventions.**
   - **Model effective instructional strategies for teachers in whole and small group instruction;**
   - **Collect and use data on instructional practices to inform and implement professional learning activities;**
   - **Train teachers to administer assessments, analyze data, and use data to differentiate instruction;**
   - **Coach and mentor teachers daily;**
   - **Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;**
   - **Participate in literacy leadership teams;**
   - **Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;**
   - **Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and**

> - **Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.**

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

   N/A

3. **How is the literacy coach model being communicated to principals?**
   - ILC job description
   - Principal meetings
   - Principal curriculum workshops
   - Annual Fidelity Check
   - Literacy Walkthroughs
   - Literacy Leadership Teams

4. **How does the district support literacy coaches throughout the school year?**
   - Monthly Instructional Literacy Coach PLCs and professional learning
   - Geo-pattern data meetings and school-based PLCs
   - Regular communication with the K-12 Literacy Coordinator
   - New ILC mentors
   - Individual coaching of coaches

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?**
   - Define the problem or goal
   - Analyze the problem and relevant data
   - Implement an intervention plan
   - Evaluate the intervention for effectiveness
   - Define a new problem or continue the support cycle

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

   The district monitors and supports the implementation of the coaching model by providing monthly learning opportunities for coaches and leaders. Additionally, Literacy Leadership Teams discuss data and ensure teachers are supported by the Instructional Literacy Coach based on data. Coaching cycles are monitored and supported by the District Literacy Leadership Team.

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)](#).
    - o **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.
    - o **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.
    - o **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 reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. **Describe how the district will align K-12 reading instruction to Florida's Formula for Reading Success for all students including students with a disability and students who are English language learners.**

    The six components of reading (Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary and Reading Comprehension) are addressed through K-12 B.E.S.T. standards. The four types of assessments (Screening, Progress Monitoring/Formative Assessment, Diagnosis and Summative Assessment) are administered throughout the year. Data from formative and summative assessments are explicitly included within present levels of performance in the IEP, which is at the very least, reviewed annually with parents, General Ed, and Exceptional Ed teachers. Core instruction is standards aligned, including accommodations for English language learners and students with an IEP. Students not successful with Tier 1 instruction will have access to problem solving and interventions through a multi-tiered support system.

2. **Describe your public school PreK program's plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.**

    Our district early childhood program utilizes the following curriculum:
    - **Creative Curriculum for Preschool: Cloud Based** – Comprehensive & Research Based Curriculum – **Aligned** to both the Head Start Early Learning Outcomes Framework and The Florida Early Learning and Developmental Standards as well as the SJCSD Early Childhood Services School Readiness Goals
    - **Fundations Pre-K Activity Set** – Introduction to alphabetic principles of letter: sound association, alphabetical order, and letter formation - Aligned to the Head Start Early Learning Outcomes Framework and Supports the SJCSD Early Childhood Services School Readiness Goals
    - **Conscious Discipline Feeling Buddies –** Social Emotional Learning Curriculum – **Aligned** to The Florida Early Learning and Developmental Standards and Supports the SJCSD Early Childhood Services School Readiness Goals
    - Our district early childhood program utilizes the following student assessment tools:
    - **Teaching Strategies Gold – Objectives for Development and Learning: Cloud Based –** Research-based, authentic, comprehensive, formative assessment that is embedded within the

Creative Curriculum Cloud platform. Nine areas of Development and Learning: Thirty-six objectives – 18 of the objectives have multiple dimensions + two additional Objectives for English Language Acquisition - **Aligned** to both the Head Start Early Learning Outcomes Framework and The Florida Early Learning and Developmental Standards as well as the SJCSD Early Childhood Services School Readiness Goals

- **Star Early Literacy – Renaissance –**Web-based computer adaptive assessment for early-literacy and early numeracy. **Required** for all VPK students only.
- Our district early childhood teachers connect curriculum content through student-led studies via direct and indirect instruction in individual, large, and small groups, facilitate learning during student-led times, and collect assessment data daily via small group instruction and anecdotal observations of students. Teachers plan their day to include a mix of small and large groups; quiet and active play; direct and indirect teaching. The cloud –based assessment, TS Gold, allows teachers to collect real-time data on the objectives of development and learning that are fully aligned with both the national (Head Start) and state (Florida) standards. Lesson plans are differentiated based on the data collected to allow for individualized support for all learners.

PreK Assessment

Is Teaching Strategies GOLD an assessment component? Research-based, comprehensive, formative assessment is embedded within the Creative Curriculum Cloud platform. Nine areas of Development and Learning include: 36 objectives – 18 of the objectives have multiple dimensions + two additional Objectives for English Language Acquisition - **Aligned** to both the Head Start Early Learning Outcomes Framework and The Florida Early Learning and Developmental Standards as well as the SJCSD Early Childhood Services School Readiness Goals

- If yes, does it assess oral language? **Yes** Phonological awareness? **Yes** Phonics? **Yes** Fluency? **Yes** Vocabulary? **Yes** Comprehension? **Yes**
- If yes, would you consider it a screener? Progress monitoring? Diagnostic? Summative? Teaching Strategies Gold is an authentic observation-based formative assessment. It is not a screening, diagnostic tool, nor intended for progress monitoring. TS Gold is valid and reliable and can be used for both formative and summative assessment information.
- If yes, how often is the data being collected? Teachers collect data points on students on an on-going, daily basis. Data-collection is built into the Creative Curriculum Cloud platform to allow for data collection in connection with daily lesson plans. Data points are analyzed three times annually for all 36 objectives and their corresponding dimensions for each student. The timeframes for those checkpoints are fall (October); winter (January) and spring (May.)

B. **Assessment/Curriculum Decision Trees (Rule 6A-6.053(8)(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.](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 instruction and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions, 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 reading deficiency 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**
   Indicate in the chart below the assessment(s) used to screen and progress monitor grades VPK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Teaching Strategies Gold	☒ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ 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
FAST Star Early Literacy	☒ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ 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
FAST Star Reading	☐ PreK	☐ Oral Language	☒ Screening	☐ Weekly

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	☐ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST ELA Reading	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
WIDA Screener	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
WIDA	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ 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
CORE Phonics Survey (K-2)	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ 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
CORE Phonics Survey (3-5)	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ 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

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
DRA2/BAS	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ 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	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ 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
Fox in a Box	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ 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
TOWRE	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ 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
QRI-6	☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ 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 Reading Deficiency (Rule 6A-6.053(5), F.A.C.)**
   Students identified with a substantial reading deficiency 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.
   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(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of

the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student's reading deficiency.

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

2a. Describe the district's process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

District-created decision trees are utilized to identify students in grades K-3 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

2b. Describe the district's process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

District-created decision trees are utilized to identify students in grades 4-5 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

3. Students with Characteristics of Dyslexia (Rule 6A-6.053(6), 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.

3a. Describe the district's process for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Students in grades K-3 who present with characteristics of dyslexia (slow reading progress, difficulty with decoding, difficulty with word accuracy, etc.) are identified either through the school using evidence-based diagnostic materials that show a substantial reading deficiency or the parents providing evidence through a private diagnosis. Each school has processes in place to initiate intensive reading interventions either through the MTSS process, or through the student's IEP if they are already identified as a student with a disability.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to s. 1008.25(9), F.S.

The district currently utilizes STAR Reading (K-2) and FAST (3-10) to progress monitor students. STAR Reading and FAST satisfy the statutory requirements regarding adaptive testing for students and progress monitoring. Additionally, diagnostics such as CORE Phonics, DIBELS, Fox in a Box, and/or TOWRE are administered to provide an extra layer of analysis. The data assists schools in determining if a student has a substantial deficiency in reading. MTSS, reading goals on the IEP, and or/ELL scores help ensure that all students are placed in the appropriate intervention courses K-12. Additionally, a reading audit is conducted on a regular basis to remind schools to review students receiving Code A and/or Code B interventions.

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.

Beginning of year data

If student meets the following criteria at the beginning of the school year:

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST PM3 (previous grade)	STAR Early Literacy > 40th %tile	STAR Early Literacy/ STAR Reading > 40th %tile	STAR Reading > 40th %tile	Cambium, Level 3, 4, or 5	Cambium, Level 3, 4, or 5	Cambium, Level 3, 4, or 5
FAST PM1 (current grade)				Cambium > 40th %tile	Cambium > 40th %tile	Cambium > 40th %tile
DRA	NA	NA	Level 18 +	Level 28 +	Level 40 +	Level 50 +
BAS	NA	NA	Level J +	Level M +	Level Q +	Level T +
CORE Phonics Survey	NA	Parts A - D: 83 Part E: 14-15	Parts A - D: 83 Parts E – I: 14-15	Parts A-D: 83 Parts E – K: 14-15 Part L: 21-24	Parts A-D: 83 Parts E – K: 14-15 Part L: 21-24	Parts A-D: 83 Parts E – K: 14-15 Part L: 21-24
DIBELS ORF	NA	NA	ORF > 49 WPM	ORF > 73 WPM	ORF > 87 WPM	ORF > 103 WPM

THEN TIER 1 Only						

Core Instruction
Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.
- ➢ Savvas myView Literacy (state-adopted resource)
- ➢ Wilson Fundations K-2 (LINK to Evidence of Effectiveness)

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- ➢ **Assessment Tools:** Daily Formative Assessments, Weekly Progress Checks, Unit standards-based foundational skills (Fundations) and comprehension assessments
- ➢ **Performance Criteria:** Students demonstrate mastery on daily and weekly checks; Item analysis of standards-based comprehension assessments (70% or higher on each benchmark; 80% or higher on Fundations Unit assessment)

Explain how the effectiveness of Tier 1 instruction is monitored.
- ➢ Grade-level PLCs administer common formative and summative assessments
- ➢ School-based Literacy Leadership Teams conduct weekly literacy walkthroughs

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
- ➢ Grade-level PLCs analyze student data through item analysis of common assessments
- ➢ Teacher observations are conducted with timely feedback provided

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
- ➢ Students demonstrate lack of proficiency on daily and weekly checks; Item analysis of standards-based comprehension assessments (69% or lower on each benchmark; 79% or lower on Fundations Unit assessment)

Beginning of year data

IF student meets the following criteria at the beginning of the school year:						
	Kindergarten	**First Grade**	**Second Grade**	**Third Grade**	**Fourth Grade**	**Fifth Grade**
FAST PM3 (previous grade)	STAR Early Literacy 20th - 40th %tile	STAR Early Literacy/ STAR Reading 20th - 40th %tile	STAR Reading 20th - 40th %tile	Cambium, Level 2	Cambium, Level 2	Cambium, Level 2
FAST PM1 (current grade)				Cambium 20th - 40th %tile	Cambium 20th - 40th %tile	Cambium 20th - 40th %tile
DRA	NA	NA	Level 12-16	Level 20-24	Level 34-38	Level 40
BAS	NA	NA	Level F - I	Level K - L	Level O-P	Level R-S
CORE Phonics Survey	NA	PARTS A-D: 65-82 Parts E–I: 10-13	PARTS A-D: 65-82 Parts E–I: 10-13	PARTS A-D: 65-82 Parts E–I: 10-13 Part L: 15-20	PARTS A-D: 65-82 Parts E–I: 10-13 Part L: 15-20	PARTS A-D: 65-82 Parts E–I: 10-13 Part L: 15-20
DIBELS ORF	NA	NA	ORF 29-48 WPM	ORF 55-72 WPM	ORF 62-86 WPM	ORF 81-102 WPM

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

TIER 2 PROGRAMS		Assessment & Frequency
BASIC READING SKILLS: PHONICS	Barton	• Three-part Student Screening (initial assessment) • *If student passes the screener,* Placement assessment is administered • For all 10 levels, there is an assessment administered at the end of the level • For Levels 1-3, Barton uses the nonsense words portion of the lesson as an additional assessment
	HearBuilders	• Emerging Literacy and Language Assessment (ELLA) is administered at the beginning of the program • *Story Retell* subtest is administered after each story (H-SRT)
	Heggerty	• Initial assessment to identify student needs • Mid-year and end-of-year assessment
	Just Words (4th/5th)	• Progress checks at the beginning of each unit (approximately every 1-2 weeks) • Unit Tests after each unit (approximately every 2 weeks) • Summative Assessments 4x per year
	Lexia Core5	• Placement Assessment (beginning of program) • Adaptive assessments as children progress through the levels
	Lindamood Phoneme Sequencing (LiPS)	• Grade-level Screening Tools/Tasks
	Phonics for Reading (3rd-5th)	• Placement Assessment (may also be administered as a posttest) • Formative subtests are administered every three lessons • Subtests are given after groups of lessons (i.e., after lesson 13, lesson 30, etc.)
	REWARDS (4th/5th)	• San Diego Quick-Pre and Post Test (2 x per year) • Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)

	Wilson Reading System	• Wilson Assessment for Decoding and Encoding (WADE) administered as both a pre- and post-assessment • Formative assessments built into every lesson; especially lesson part 4 and lesson part 8 • To determine step progression, students take an end-of-step assessment
FLUENCY	Fluency Development Lesson (FDL), Tim Rasinski	• Diagnostic assessment administered initially • Benchmark assessment administered three times/year • Reading Fluency progress monitoring given regularly throughout the year (frequency based on student)
	Great Leaps	• Placement test to identify reading level (not used more than once every six months) • Daily fluency checks
	Read Naturally	• Diagnostic assessment administered initially • Benchmark assessment administered three times/year • Reading Fluency progress monitoring given regularly throughout the year (frequency based on student)
	Reading Excellence: Word Attack and Rate Development Strategies (REWARDS) [4th/5th]	• San Diego Quick-Pre and Post Test (2 x per year) • Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)
ORAL EXPRESSION	Language for Learning	• Placement assessment
	Language Lab	• Language Lab Screener (initial) • Teacher-selected language skill assessments throughout program
	Visualizing & Verbalizing (VV)	• Progress monitoring assessments administered as students work through the steps of the VV program
READING COMPREHENSION	Voyager Passport (4th/5th)	• Assessment administered after every 5th lesson
	Leveled Literacy Intervention (LLI) following SJCSD Protocol	• Benchmark Assessment System (BAS) administered initially to determine student reading level
	SRA Early Interventions in Reading	• Starting Level Guide (pretest) • Formative assessment every five lessons
WRITTEN EXPRESSION	Language for Writing	• Program assessments occur every 10 lessons

Indicate how the programs/practices are supported by strong, moderate, or promising levels of evidence.

Every Student Succeeds Act (ESSA) encourages local and state educational agencies and schools to place a strong emphasis on evidence-based interventions, strategies, or approaches when purchasing and adopting solutions and services. Evidence-based solutions are described as programs showing evidence of producing positive results on student outcomes. Specifically, the type of evidence backed by formal research and studies. ESSA defines tiers of evidence as outlined below.

Tier 1—Strong Supported by one or more experimental studies.	Wilson Reading System: *Strong*	Leveled Literacy Intervention (LLI) following SJCSD Protocol *(see attached)*: *Strong*	Lindamood Phoneme Sequencing (LiPS): *Strong*
	Lexia CORE 5 Reading: *Strong*	Voyager Passport: *Strong*	
Tier 2—Moderate	NA		

Supported by one or more quasi-experimental studies.			
Tier 3—Promising Supported by one or more correlational studies.	NA		

The following programs do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program. See below.

INSTRUCTIONAL PROGRAMS	Barton	Hear Builders	Heggerty Phonemic Awareness	Phonics for Reading
IES Practice Guide RECOMMENDATIONS	*Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade* 1. Develop awareness of the segments of **sounds in speech and how they link to letters**. 2. Teach students to **decode words, analyze word parts**, and write and recognize words.			
A detailed description of how the ISE recommendations are built into the instructional program.	The identified instructional tools focus on foundational skills of phonological awareness and phonics. Explicit and systematic instruction is used to help students develop an awareness of the sounds in words and how they connect to print. Students learn to read words using decoding strategies as well as word recognition, while also analyzing word parts.			
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.			

INSTRUCTIONAL PROGRAMS	Just Words	REWARDS
IES Practice Guide RECOMMENDATIONS	*Providing Reading Interventions for Students in Grades 4-9* 1. Build students' decoding skills so they can read complex **multisyllabic** words 2. Provide purposeful **fluency**-building activities to help students read effortlessly 3. Routinely use a set of **comprehension**-building practices to help students make sense of the text 4. Provide students with opportunities to practice **making sense of stretch text** (i.e., challenging text) that will expose them to complex ideas and information.	
A detailed description of how the ISE recommendations are built into the instructional program.	The focus of Just Words and Rewards is on decoding **multisyllabic** words, identifying and understanding prefixes and suffixes, increasing word and passage reading **fluency**, building academic vocabulary, and deepening **comprehension** ("making sense of text") along with building confidence.	
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.	

INSTRUCTIONAL PROGRAMS	Great Leaps	Read Naturally	Fluency Development Lesson (FDL), Tim Rasinski
IES Practice Guide RECOMMENDATIONS	*Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade* Ensure that each student reads connected text every day to support reading accuracy, **fluency**, and comprehension.		
A detailed description of how the ISE recommendations are built into the instructional program.	Students engaged in Great Leaps and Read Naturally become confident readers as they develop fluency, phonics skills, and vocabulary while reading word lists, phrases, or nonfiction passages. The strategy of repeated reading is used to improve students accuracy, fluency, prosody of a text, resulting in improved comprehension.		
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.		

INSTRUCTIONAL PROGRAMS	Language for Learning	Language Lab	Visualizing and Verbalizing
IES Practice Guide RECOMMENDATIONS	*Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade* Teach students academic **language** skills, including the use of inferential and narrative **language**, and **vocabulary** knowledge.		

A detailed description of how the ISE recommendations are built into the instructional program.	Students receptive and expressive communication skills are enhanced through the visual components of these resources by teaching children words, concepts, and statements important to both oral and written language. This helps students extend this knowledge to other areas of their development.
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.

INSTRUCTIONAL PROGRAMS	SRA Early Interventions in Reading
IES Practice Guide RECOMMENDATIONS	*Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade* Ensure that each student reads connected text every day to support reading **accuracy**, **fluency**, and **comprehension**.
A detailed description of how the ISE recommendations are built into the instructional program.	Students engaged in learning through SRA gain critical content and clear instruction through daily explicit and systematic instruction. Lessons work to build student mastery of the five central content strands with the ultimate goal of improved comprehension.
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.

INSTRUCTIONAL PROGRAMS	Language for Writing
IES Practice Guide RECOMMENDATIONS	*Teaching Elementary School Students to Be Effective Writers* 1. Teach students to use the **writing** process for a variety of purposes. 2. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
A detailed description of how the ISE recommendations are built into the instructional program.	The instructional program, Language for Writing, teaches not only writing skills, but also the vocabulary, sentence, and organizational skills that underpin good writing. Ongoing exercises support the development of specific writing skills by showing students how to write narratives, use specific words, make precise comparisons, summarize and retell, and proofread for punctuation, grammar, and usage.
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.

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

Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction: a) smaller group size, b) increased frequency of intervention, and/or c) change in resource.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.
Evidence-based multisensory instructional resources are listed above.

Number of times per week interventions are provided:
2-3 sessions

Number of minutes per intervention session:
15-20 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.
Regularly scheduled fidelity checks are completed by an instructional leader. During these fidelity checks, the observer notes evidence that the instructional resource is being implemented with fidelity while also checking for student response to the intervention.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

➢ Literacy Leadership Team and Literacy Walkthrough Tool
➢ MTSS Core Team Meetings and/or MTSS student-specific meetings
➢ Coaching Cycle (i.e., co-teaching, modeling, conferencing) with Instructional Literacy Coach
➢ PLC meetings using data to inform/modify curriculum and instruction
➢ Fidelity checks

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

➢ Consistent scores below student's goal on Tier 2 progress monitoring assessments
➢ Consider other student data as appropriate

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST PM3 (previous grade)	STAR Early Literacy < 20th %tile	STAR Early Literacy/ STAR Reading < 20th %tile	STAR Reading < 20th %tile	Cambium, Level 1	Cambium, Level 1	Cambium, Level 1
FAST PM1 (current grade)				Cambium < 20th %tile	Cambium < 20th %tile	Cambium < 20th %tile
DRA	NA	NA	Level 8 +	Level 18 +	Level 30 +	Level 40 +
BAS	NA	NA	Level E-	Level J-	Level N-	Level Q-
CORE Phonics Survey	NA	PARTS A-D: 0-64 PART E: 0-9	PARTS A-D: 0-64 PARTS E–I: 0-9	PARTS A-D: 0-64 PARTS E–K: 0-9 PART L: 0-14	PARTS A-D: 0-64 PARTS E–K: 0-9 PART L: 0-14	PARTS A-D: 0-64 PARTS E–K: 0-9 PART L: 0-14
DIBELS ORF	NA	NA	ORF $\leq$ 28 WPM	ORF $\leq$ 54 WPM	ORF $\leq$ 61 WPM	ORF $\leq$ 80 WPM

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions
Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.
Every instructional option for Tier 3 was included in the Tier 2 chart. Resources are not identified for implementation with a specific Tier. Instead, instruction will be **targeted** and **intensified** for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the adjustments listed below while continuing the targeted instruction:
o Smaller group size
o Increased frequency of intervention
o Change in resource

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.
Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction:
o Smaller group size
o Increased frequency of intervention
Change in resource

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.
Evidence-based multisensory instructional resources are listed above.

Number of times per week interventions are provided:
4-5 sessions
Number of minutes per intervention session:
20-30 minutes
Explain how the effectiveness of Tier 3 interventions are monitored.
Regularly scheduled fidelity checks are completed by an instructional leader. During these fidelity checks, the observer notes evidence that the instructional resource is being implemented with fidelity while also checking for student response to the intervention.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?   ➢ Fidelity checks to monitor how intervention is being provided and how student is responding to the intervention   ➢ Multi-disciplinary team meetings to discuss individual students   ➢ Multi-disciplinary team includes grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I and II instruction

4. **Summer Reading Camps (Rule 6A-6.053(7), 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.*

4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S. Include a description of the evidence-based instructional materials that will be utilized, as defined in 20 U.S.C. s. 7801(21)(A)(i).

In addition to mandatory attendance by 3rd graders scoring level 1 on the ELA FAST, students in grades K, 1, and 2 who have been identified with a substantial reading deficiency can attend the 5-week Summer Reading Program where instruction in foundational skills is provided by highly effective teachers (grade 3) and effective or highly effective teachers (grades K, 1, 2) who are endorsed or certified in reading.   Students attend the program from 8:00 a.m. until 12:00 p.m. daily M-Th for 5 weeks. Curriculum maps for the Summer Reading Program are aligned to B.E.S.T. standards and focus on strengthening identified skills to build a stronger foundation in reading.   For grades K, 1, 2, and 3 Wilson Fundations and Geodes resources are utilized for instruction. Fundations® utilizes a structured literacy approach grounded in the science of reading to make learning to read fun while laying the groundwork for lifelong literacy. The program's research-based approach and extensive materials allow K–3 teachers to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques. Fundations is aligned with the science of reading and guides teachers to provide effective instructional practices. Geodes reinforce students' phonetic knowledge and help them build strong content knowledge and acquire robust vocabulary skills.   In addition, the district also utilizes the district-adopted curriculum, Savvas, myFocus Intervention resource to support language comprehension and writing. myFocus Intervention is a targeted, skill-specific, flexible resource. Lesson topics can be correlated with whole-group lessons or taught in

isolation to help zero in on closing learning gaps. Teachers provide students with tailored, explicit, small-group instruction to support language comprehension and writing.

Students also have access to Lexia® Core5® Reading, a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn. Lexia® Core5® Reading follows an adaptive blended learning model that offers explicit, systematic, and personalized reading instruction that focuses on both foundational skills and language comprehension.

4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?
Yes/No

Yes. Kindergarten, first, and second grades will be included.

Grades 6-8

5. Grades 6-8 Assessments
Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type *(Each type of assessment should be represented.)*	How often is the data being collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ 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
Measures of Academic Progress Growth Assessment (MAP Growth Assessment)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
WIDA Screener	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
WIDA	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Oral Language ☐ Phonological Awareness	☒ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type *(Each type of assessment should be represented.)*	How often is the data being collected?
		☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
CORE Phonics Survey	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ 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	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ 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
TOWRE	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ 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
QRI-6	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ 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

6. **Describe the district's process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

District-created decision trees are utilized to identify students in grades 6-8 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

Grades 6-8 Decision Tree
Beginning of year data

IF student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

	Sixth Grade	**Seventh Grade**	**Eighth Grade**
FAST PM3 (previous grade)	Level 3 or above	Level 3 or above	Level 3 or above
FAST PM1 (current grade)	> 40th %tile	> 40th %tile	> 40th %tile
CORE Phonics Survey	PART L $\geq$ 21	PART L $\geq$ 21	PART L $\geq$ 21
DIBELS ORF	ORF $\geq$ 121 WPM	ORF $\geq$ 121 WPM	ORF $\geq$ 121 WPM

THEN TIER 1 Only

Core Instruction
Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.
  ➢ McGraw Hill Study Sync (state-adopted resource)
  ➢ Instructional Strategies (*LINK to What Works Clearinghouse evidence*)
   ☐ Provide explicit vocabulary instruction (**Strong Evidence** according to What Works Clearing House, WWC)
   ☐ Provide direct and explicit comprehension strategy instruction (**Strong Evidence** according to WWC)
   ☐ Provide opportunities for extended discussion of text meaning and interpretation. (**Moderate Evidence** according to WWC)
   ☐ Increase student motivation and engagement in literacy learning. (**Moderate Evidence** according to WWC)
   ☐ Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (**Strong Evidence** according to WWC)

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
  ➢ **Assessment Tools:** Quarterly standards-based assessments (two summative assessments; four formative assessments each quarter)
  ➢ **Performance Criteria:** Following item analysis, 80% of students earn 70% or higher on each assessed benchmark

Explain how the effectiveness of Tier 1 instruction is monitored.
  ➢ Grade-level PLCs administer common formative and summative assessments
  ➢ School-based Literacy Leadership Teams conduct weekly literacy walkthroughs
  ➢ As needed, coaching cycles are completed with the Instructional Literacy Coach

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
  ➢ Grade-level PLCs analyze student data through item analysis of common assessments
  ➢ Teacher observations are conducted with timely feedback provided
  ➢ Teacher professional development (school and district level)
  ➢ Monitoring PLC effectiveness

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Students demonstrate lack of proficiency on daily and weekly checks; Item analysis of standards-based comprehension assessments (69% or lower on each benchmark)

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

	Sixth Grade	Seventh Grade	Eighth Grade
FAST PM3 (previous grade)	Level 2	Level 2	Level 2
FAST PM1 (current grade)	20TH – 40TH %tile	20TH – 40TH %tile	20TH – 40TH %tile
CORE Phonics Survey	PART L $\geq$ 21	PART L $\geq$ 21	PART L $\geq$ 21
DIBELS ORF	ORF 100-120 WPM	ORF 100-120 WPM	ORF 100-120 WPM

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

TIER 2 PROGRAMS/ MATERIALS		Assessment & Frequency
BASIC READING SKILLS: PHONICS	Barton	• Three-part Student Screening (initial assessment) • *If student passes the screener,* Placement assessment is administered • For all 10 levels, there is an assessment administered at the end of the level • For Levels 1-3, Barton uses the nonsense words portion of the lesson as an additional assessment
	Just Words	• Progress checks at the beginning of each unit (approximately every 1-2 weeks) • Unit Tests after each unit (approximately every 2 weeks) • Summative Assessments 4x per year
	Lexia: Power Up!	• Placement Assessment (beginning of program) • Adaptive assessments as children progress through the levels
	Lindamood Phoneme Sequencing (LiPS)	• Grade-level Screening Tools/Tasks
	Phonics for Reading	• Placement Assessment (may also be administered as a posttest) • Formative subtests are administered every three lessons Subtests are given after groups of lessons (i.e., after lesson 13, lesson 30, etc.)
	Reading Excellence: Word Attack and Rate Development Strategies (REWARDS)	• San Diego Quick-Pre and Post Test (2 x per year) • Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)
	Wilson Reading System	• Wilson Assessment for Decoding and Encoding (WADE) administered as both a pre- and post-assessment • Formative assessments built into every lesson; especially lesson part 4 and lesson part 8 • To determine step progression, students take an end-of-step assessment
FLUENCY	Fast ForWord	• Placement assessment • Computer-based program is adaptive with real-time corrective feedback (ongoing formatives)
	Fluency Development Lesson (FDL), Tim Rasinski	• Oral Reading Fluency measured weekly
	Read Naturally	• Diagnostic assessment administered initially • Benchmark assessment administered three times/year • Reading Fluency progress monitoring given regularly throughout the year (frequency based on student)
	REWARDS	• San Diego Quick-Pre and Post Test (2 x per year) • Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)

ORAL EXPRESSION/ LISTENING	Visualizing & Verbalizing	• Progress monitoring assessments administered as students work through the steps of the VV program
READING COMPREHENSION	Passport Reading Journeys	• Benchmark placement assessments (3x per year) • Fluency Checks (5x per year) • Comprehension and Vocabulary Assessments (after each lesson; approximately every 1-2 weeks)
	Leveled Literacy Intervention (LLI) following SJCSD Protocol *(see attached)*	• Benchmark Assessment System (BAS) administered initially to determine student reading level
	Read 180 (MAP Growth Assessment)	• Placement assessment • Computer-based program is adaptive with real-time corrective feedback (ongoing formatives)

Indicate how the programs/practices are supported by strong, moderate, or promising levels of evidence.

Every Student Succeeds Act (ESSA) encourages local and state educational agencies and schools to place a strong emphasis on evidence-based interventions, strategies, or approaches when purchasing and adopting solutions and services. Evidence-based solutions are described as programs showing evidence of producing positive results on student outcomes. Specifically, the type of evidence backed by formal research and studies. ESSA defines tiers of evidence as outlined below.

Tier 1—Strong Supported by one or more experimental studies.	Wilson Reading System: *Strong*	Read 180: *Strong*	Leveled Literacy Intervention (LLI) following SJCSD Protocol: *Strong*
	Lindamood Phoneme Sequencing (LiPS): *Strong*	Lexia Power Up: *Strong*	Passport Reading Journeys: *Strong*
Tier 2—Moderate Supported by one or more quasi-experimental studies.	NA		
Tier 3—Promising Supported by one or more correlational studies.	Fast ForWord: *Promising*		

The following programs do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program. See below.	
INSTRUCTIONAL PROGRAMS	Barton	Phonics for Reading

IES Practice Guide RECOMMENDATIONS	*Providing Reading Interventions for Students in Grades 4-9*
	   1. Build students' decoding skills so they can read complex **multisyllabic** words
	   2. Provide purposeful **fluency**-building activities to help students read effortlessly
	   3. Routinely use a set of **comprehension**-building practices to help students make sense of the text
	   4. Provide students with opportunities to practice **making sense of stretch text** (i.e., challenging text) that will expose them to complex ideas and information.	

A detailed description of how the ISE recommendations are built into the instructional program.	The identified instructional tools focus on foundational skills of phonological awareness and phonics. Explicit and systematic instruction is used to help students develop an awareness of the sounds in words and how they connect to print. Students learn to read words using decoding strategies as well as word recognition, while also analyzing word parts.	
How the district will support and monitor implementation of the evidence-based reading	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.	

instruction utilizing the identified IES recommendations, including professional learning.	

The following programs do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program. See below.

INSTRUCTIONAL PROGRAMS	Just Words	REWARDS
IES Practice Guide RECOMMENDATIONS	*Providing Reading Interventions for Students in Grades 4-9* 1. Build students' decoding skills so they can read complex **multisyllabic** words 2. Provide purposeful **fluency**-building activities to help students read effortlessly 3. Routinely use a set of **comprehension**-building practices to help students make sense of the text 4. Provide students with opportunities to practice **making sense of stretch text** (i.e., challenging text) that will expose them to complex ideas and information.	
A detailed description of how the ISE recommendations are built into the instructional program.	The focus of Just Words and Rewards is on decoding **multisyllabic** words, identifying and understanding prefixes and suffixes, increasing word and passage reading **fluency**, building academic vocabulary, and deepening **comprehension** ("making sense of text") along with building confidence.	
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.	

The following programs do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program. See below.

INSTRUCTIONAL PROGRAMS	Read Naturally	Fluency Developmental Lesson (FDL), Tim Rasinski
IES Practice Guide RECOMMENDATIONS	*Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade* Ensure that each student reads connected text every day to support reading accuracy, **fluency**, and comprehension.	
A detailed description of how the ISE recommendations are built into the instructional program.	Students engaged in Great Leaps and Read Naturally become confident readers as they develop fluency, phonics skills, and vocabulary while reading word lists, phrases, or nonfiction passages. The strategy of repeated reading is used to improve students accuracy, fluency, prosody of a text, resulting in improved comprehension.	
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.	

The following programs do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program. See below.

INSTRUCTIONAL PROGRAMS	Visualizing and Verbalizing
IES Practice Guide RECOMMENDATIONS	*Providing Reading Interventions for Students in Grades 4-9* 1. Build students' decoding skills so they can read complex **multisyllabic** words 2. Provide purposeful **fluency**-building activities to help students read effortlessly 3. Routinely use a set of **comprehension**-building practices to help students make sense of the text 4. Provide students with opportunities to practice **making sense of stretch text** (i.e., challenging text) that will expose them to complex ideas and information.
A detailed description of how the ISE recommendations are built into the instructional program.	Students receptive and expressive communication skills are enhanced through the visual components of these resources by teaching children words, concepts, and statements important to both oral and written language. This helps students extend this knowledge to other areas of their development.
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction: o Smaller group size o Increased frequency of intervention o Change in resource
Number of times per week interventions are provided:
2-3 sessions
Number of minutes per intervention session:
15-20 minutes
Explain how the effectiveness of Tier 2 interventions are monitored.
Regularly scheduled fidelity checks are completed by an instructional leader. During these fidelity checks, the observer notes evidence that the instructional resource is being implemented with fidelity while also checking for student response to the intervention.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
    ➢ Literacy Leadership Team and Literacy Walkthrough Tool
    ➢ MTSS Core Team Meetings and/or MTSS student-specific meetings
    ➢ Coaching Cycle (i.e., coteaching, modeling, conferencing) with Instructional Literacy Coach
    ➢ PLC meetings using data to inform/modify curriculum and instruction
    ➢ Fidelity checks

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
    ➢ **FAST PM2,** < 20th %tile
    ➢ **CORE Phonics Survey, Section L** < 21
    ➢ **DIBELS ORF** < 100 WPM

Beginning of year data
IF student meets the following criteria at the beginning of the school year:

	Sixth Grade	Seventh Grade	Eighth Grade
FAST PM3 (previous grade)	Level 1	Level 1	Level 1
FAST PM1 (current grade)	< 20th %tile	< 20th %tile	< 20th %tile
CORE Phonics Survey	PART L < 21	Section L < 21	Section L < 21
DIBELS ORF	ORF < 100 WPM	ORF < 100 WPM	ORF < 100 WPM

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions
Intensive, Individualized Instruction/Interventions **Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.** Every instructional option for Tier 3 was included in the Tier 2 chart. Resources are not identified for implementation with a specific Tier. Instead, instruction will be **targeted** and **intensified** for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified

instructional plan using one or more of the adjustments listed below while continuing the targeted instruction:

o Smaller group size
o Increased frequency of intervention
o Change in resource

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction:

o Smaller group size
o Increased frequency of intervention
o Change in resource

Number of times per week interventions are provided:
4-5 sessions

Number of minutes per intervention session:
20-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.
Regularly scheduled fidelity checks are completed by an instructional leader. During these fidelity checks, the observer notes evidence that the instructional resource is being implemented with fidelity while also checking for student response to the intervention.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
➢ Fidelity checks to monitor how intervention is being provided and how student is responding to the intervention
➢ Multi-disciplinary team meetings to discuss individual students
➢ Multi-disciplinary team includes grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I and II instruction

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Grades 9-12

7. **Grades 9-12 Assessments**

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type *(Each type of assessment should be represented.)*	How often is the data being collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
WIDA Screener	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2	☒ Oral Language ☐ Phonological Awareness ☐ Phonics	☒ Screening ☐ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type *(Each type of assessment should be represented.)*	How often is the data being collected?
	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
WIDA	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ 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
CORE Phonics Survey	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ 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	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ 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
TOWRE	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ 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
QRI-6	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ 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
San Diego Quick	☒ Grade 9	☐ Oral Language	☒ Screening	☐ Weekly

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type *(Each type of assessment should be represented.)*	How often is the data being collected?
	☒ Grade 10 ☒ Grade 11 ☒Grade 12	☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☒ Annually ☒ As Needed ☐ Other
Measures of Academic Progress Growth Assessment (MAP Growth Assessment)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒Grade 12	☐ 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

8. Describe the district's process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

> District-created decision trees are utilized to identify students in grades 9-12 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

Grades 9-12 Decision Tree				
Beginning of year data				
IF student meets the following criteria at the beginning of the school year:				
	Ninth Grade	**Tenth Grade**	**Eleventh Grade**	**Twelfth Grade**
FAST PM3 or FSA (previous grade)	FAST: Level 3 or above	FAST: Level 3 or above	FAST: Level 3 or above	FSA: Level 3 or above
FAST PM1 (current grade)	> 40th %tile	> 40th %tile	> 40th %tile	NA
CORE Phonics Survey	PART L $\geq$ 21	PART L $\geq$ 21	PART L $\geq$ 21	PART L $\geq$ 21
DIBELS ORF	ORF $\geq$121 WPM	ORF $\geq$121 WPM	ORF $\geq$121 WPM	ORF $\geq$121 WPM

THEN TIER 1 Only

Core Instruction: Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

- ➢ McGraw Hill Study Sync (state-adopted resource)
- ➢ Instructional Strategies *([LINK](#) to What Works Clearinghouse evidence)*
  - ☐ Provide explicit vocabulary instruction (**Strong Evidence** according to What Works Clearing House, WWC)
  - ☐ Provide direct and explicit comprehension strategy instruction (**Strong Evidence** according to WWC)
  - ☐ Provide opportunities for extended discussion of text meaning and interpretation. (**Moderate Evidence** according to WWC)
  - ☐ Increase student motivation and engagement in literacy learning. (**Moderate Evidence** according to WWC)
  - ☐ Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (**Strong Evidence** according to WWC)

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- ➢ **Assessment Tools:** Quarterly standards-based assessments (two summative assessments; four formative assessments each quarter)
- ➢ **Performance Criteria:** Following item analysis, 80% of students earn 70% or higher on each assessed benchmark

Explain how the effectiveness of Tier 1 instruction is monitored.
- ➢ Grade-level PLCs administer common formative and summative assessments
- ➢ School-based Literacy Leadership Teams conduct weekly literacy walkthroughs
- ➢ As needed, coaching cycles are completed with the Instructional Literacy Coach

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?
- ➢ Grade-level PLCs analyze student data through item analysis of common assessments
- ➢ Teacher observations are conducted with timely feedback provided
- ➢ Teacher professional development (school and district level)
- ➢ Monitoring PLC effectiveness

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Students demonstrate lack of proficiency on daily and weekly checks; Item analysis of standards-based comprehension assessments (69% or lower on each benchmark)

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST PM3 or FSA (previous grade)	FAST: Level 2	FAST: Level 2	FAST: Level 2	FSA: Level 2
FAST PM1 (current grade)	20th - 40th %tile	20th - 40th %tile	20th - 40th %tile	NA
Core Phonics Survey	PART L $\geq$ 21	PART L $\geq$ 21	PART L $\geq$ 21	PART L $\geq$ 21
Oral Reading Fluency	ORF 100-120 WPM	ORF 100-120 WPM	ORF 100-120 WPM	ORF 100-120 WPM

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

TIER 2 PROGRAMS/ MATERIALS		Assessment & Frequency
BASIC READING SKILLS: PHONICS	Barton	• Three-part Student Screening (initial assessment) • *If student passes the screener,* Placement assessment is administered • For all 10 levels, there is an assessment administered at the end of the level • For Levels 1-3, Barton uses the nonsense words portion of the lesson as an additional assessment
	Just Words	• Progress checks at the beginning of each unit (approximately every 1-2 weeks) • Unit Tests after each unit (approximately every 2 weeks) • Summative Assessments 4x per year
	Lexia Power Up!	• Placement Assessment (beginning of program) • Adaptive assessments as children progress through the levels

		Lindamood Phoneme Sequencing (LiPS)	Grade-level Screening Tools/Tasks
		Phonics for Reading	• Placement Assessment (may also be administered as a posttest) • Formative subtests are administered every three lessons • Subtests are given after groups of lessons (i.e., after lesson 13, lesson 30, etc.)
		Reading Excellence: Word Attack and Rate Development Strategies (REWARDS)	• San Diego Quick-Pre and Post Test (2 x per year) • Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)
		Wilson Reading System	• Wilson Assessment for Decoding and Encoding (WADE) administered as both a pre- and post-assessment • Formative assessments built into every lesson; especially lesson part 4 and lesson part 8 • To determine step progression, students take an end-of-step assessment
	FLUENCY	Fast ForWord	• Placement assessment • Computer-based program is adaptive with real-time corrective feedback (ongoing formatives)
		Fluency Development Lesson (FDL), Tim Rasinski	• Oral Reading Fluency measured weekly
		Read Naturally	• Diagnostic assessment administered initially • Benchmark assessment administered three times/year • Reading Fluency progress monitoring given regularly throughout the year (frequency based on student)
		REWARDS	• San Diego Quick-Pre and Post Test (2 x per year) • Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)
READING COMPREHENSION		Read 180	• Placement assessment • Computer-based program is adaptive with real-time corrective feedback (ongoing formatives)
ORAL EXPRESSION; LISTENING COMPREHENSION		Visualizing and Verbalizing	• Progress monitoring assessments administered as students work through the steps of the VV program

Indicate how the programs/practices are supported by strong, moderate, or promising levels of evidence.

Every Student Succeeds Act (ESSA) encourages local and state educational agencies and schools to place a strong emphasis on evidence-based interventions, strategies, or approaches when purchasing and adopting solutions and services. Evidence-based solutions are described as programs showing evidence of producing positive results on student outcomes. Specifically, the type of evidence backed by formal research and studies. ESSA defines tiers of evidence as outlined below.

Tier 1—Strong Supported by one or more experimental studies.	Wilson Reading System: *Strong*	Read 180: *Strong*	
	Lindamood Phoneme Sequencing (LiPS): *Strong*	Lexia Power Up: *Strong*	
Tier 2—Moderate Supported by one or more quasi-experimental studies.	NA		
Tier 3—Promising Supported by one or more correlational studies.			

The following programs do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program. See below.

INSTRUCTIONAL PROGRAMS	Barton	Phonics for Reading
IES Practice Guide RECOMMENDATIONS	*Providing Reading Interventions for Students in Grades 4-9* 1. Build students' decoding skills so they can read complex **multisyllabic** words 2. Provide purposeful **fluency**-building activities to help students read effortlessly 3. Routinely use a set of **comprehension**-building practices to help students make sense of the text 4. Provide students with opportunities to practice **making sense of stretch text** (i.e., challenging text) that will expose them to complex ideas and information.	
A detailed description of how the ISE recommendations are built into the instructional program.	The identified instructional tools focus on foundational skills of phonological awareness and phonics. Explicit and systematic instruction is used to help students develop an awareness of the sounds in words and how they connect to print. Students learn to read words using decoding strategies as well as word recognition, while also analyzing word parts.	
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.	

The following programs do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program. See below.

INSTRUCTIONAL PROGRAMS	Just Words	REWARDS
IES Practice Guide RECOMMENDATIONS	*Providing Reading Interventions for Students in Grades 4-9* 1. Build students' decoding skills so they can read complex **multisyllabic** words 2. Provide purposeful **fluency**-building activities to help students read effortlessly 3. Routinely use a set of **comprehension**-building practices to help students make sense of the text 4. Provide students with opportunities to practice **making sense of stretch text** (i.e., challenging text) that will expose them to complex ideas and information.	
A detailed description of how the ISE recommendations are built into the instructional program.	The focus of Just Words and Rewards is on decoding **multisyllabic** words, identifying and understanding prefixes and suffixes, increasing word and passage reading **fluency**, building academic vocabulary, and deepening **comprehension** ("making sense of text") along with building confidence.	

| How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning. | The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program. | | |

The following programs do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program. See below.

INSTRUCTIONAL PROGRAMS	Read Naturally	REWARDS	Fluency Developmental Lesson (FDL), Tim Rasinski
IES Practice Guide RECOMMENDATIONS	*Providing Reading Interventions for Students in Grades 4-9* 1. Build students' decoding skills so they can read complex **multisyllabic** words 2. Provide purposeful **fluency**-building activities to help students read effortlessly 3. Routinely use a set of **comprehension**-building practices to help students make sense of the text 4. Provide students with opportunities to practice **making sense of stretch text** (i.e., challenging text) that will expose them to complex ideas and information.		
A detailed description of how the ISE recommendations are built into the instructional program.	Students engaged in Great Leaps and Read Naturally become confident readers as they develop fluency, phonics skills, and vocabulary while reading word lists, phrases, or nonfiction passages. The strategy of repeated reading is used to improve students' accuracy, fluency, prosody of a text, resulting in improved comprehension.		
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.		

The following programs do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program. See below.

INSTRUCTIONAL PROGRAMS	Visualizing and Verbalizing
IES Practice Guide RECOMMENDATIONS	*Providing Reading Interventions for Students in Grades 4-9* 5. Build students' decoding skills so they can read complex **multisyllabic** words 6. Provide purposeful **fluency**-building activities to help students read effortlessly 7. Routinely use a set of **comprehension**-building practices to help students make sense of the text 8. Provide students with opportunities to practice **making sense of stretch text** (i.e., challenging text) that will expose them to complex ideas and information.
A detailed description of how the ISE recommendations are built into the instructional program.	Students receptive and expressive communication skills are enhanced through the visual components of these resources by teaching children words, concepts, and statements important to both oral and written language. This helps students extend this knowledge to other areas of their development.
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.	The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.

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

Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction:

o Smaller group size

o Increased frequency of intervention
o Change in resource

Number of times per week interventions are provided:
2-3 sessions

Number of minutes per session:
15-20 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.
Regularly scheduled fidelity checks are completed by an instructional leader. During these fidelity checks, the observer notes evidence that the instructional resource is being implemented with fidelity while also checking for student response to the intervention.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
Regularly scheduled fidelity checks are completed by an instructional leader. During these fidelity checks, the observer notes evidence that the instructional resource is being implemented with fidelity while also checking for student response to the intervention.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
➤ **FAST PM2,** < 20th %tile
➤ **CORE Phonics Survey, Section L** < 21
➤ **DIBELS ORF** < 100 WPM

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

	Ninth Grade	**Tenth Grade**	**Eleventh Grade**	**Twelfth Grade**
FAST PM3 or FSA (previous grade)	FAST: Level 1	FAST: Level 1	FAST: Level 1	FSA: Level 1
FAST PM1 (current grade)	< 20th %tile	< 20th %tile	< 20th %tile	NA
Core Phonics Survey	PART L < 21	PART L < 21	PART L < 21	PART L < 21
Oral Reading Fluency	ORF < 100 WPM	ORF < 100 WPM	ORF < 100 WPM	ORF < 100 WPM

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions
Intensive, Individualized Instruction/Interventions   **Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.**   Every instructional option for Tier 3 was included in the Tier 2 chart. Resources are not identified for implementation with a specific Tier. Instead, instruction will be **targeted** and **intensified** for students who have not responded to a specific reading intervention**.** Data will be analyzed to create a more intensified instructional plan using one or more of the adjustments listed below while continuing the targeted instruction: o Smaller group size   o Increased frequency of intervention   o Change in resource
Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction:
o Smaller group size
o Increased frequency of intervention
o Change in resource

Number of times per week interventions are provided:
4-5 sessions

Number of minutes per intervention session:
20-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.
Regularly scheduled fidelity checks are completed by an instructional leader. During these fidelity checks, the observer notes evidence that the instructional resource is being implemented with fidelity while also checking for student response to the intervention.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
➢ Fidelity checks to monitor how intervention is being provided and how student is responding to the intervention
➢ Multi-disciplinary team meetings to discuss individual students
➢ Multi-disciplinary team includes grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I and II instruction

5) Professional Learning (Rule 6A-6.053(8)(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.

Professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., is made available through various methods throughout the school year to include, but not limited to:

- UF (University of Florida) Flamingo Literacy Micro-Credentials
- FDLRS/BEESS: Exploring Structured Literacy
- FDLRS/BEESS: Science of Reading: An Introduction

- FDLRS/BEESS: Reading Difficulties, Disabilities, and Dyslexia
        - FDLRS/BEESS: Structured Literacy through a Multi-Sensory Approach
        - SJCSD-Created Trainings facilitated by the District Program Specialists, the K-12 Literacy Coordinator, and the Instructional/Literacy Coaches at each school
- Professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs is provided through participation in:
        - FLDOE Sponsored B.E.S.T. Conferences and Training Modules
        - SJCSD-Created Trainings facilitated by the District Program Specialists, the K-12 Literacy Coordinator, and the Instructional/Literacy Coaches at each school
- The following pathways are provided for all certified personnel to earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction:
        - SJCSD Reading Endorsement Pathway
        - NEFEC/FDLRS Reading Endorsement Pathway
        - Schulz Center Reading Endorsement Pathway
        - UFLI (University of Florida Literacy Institute) Flamingo Literacy Matrix
        - UFLI Flamingo Literacy Micro-Credential (Elementary and Secondary) as alternative to Endorsement or to fulfill Reading Competency 1: Foundations of Reading Instruction
        - ESE Tuition Support is available for those ESE teachers seeking a Reading Endorsement through a college pathway via the florida-ese.org/tuition-support application
        - Discount partnerships for degree-seekers in a Masters of Reading from American College of Education, Nova Southeastern University, Grand Canyon University, and University of West Florida
        - Discount partnership for FTCE test preparation services with 240Tutoring
- Instructional /Literacy Coaches in each school provide differentiated professional learning for teachers based on progress monitoring data that is collaborated and supported by the District Program Specialists and K-12 Literacy Coordinator
- Literacy Leadership Teams in each school identify model classrooms and coordinate mentor teachers as needed within the schools. The K-12 Literacy Coordinator assists with any additional model classrooms and/or mentor teachers that may be accessed on other campuses across the district, if needed.
- Time is provided for professional learning according to our SJCSD/SJEA Negotiated Agreement which schedules two early release days each month where at least one hour is dedicated to professional learning opportunities. Additionally, the master schedule at each school provides PLC (Professional Learning Communities) Team time for all teachers to learn within our District-Adopted Professional Learning Community Model.

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

Describe any tutoring programs available within your district and include targeted grade levels (e.g., RAISE High School Tutoring).

Elementary and K-8 schools utilize grant funding or school funds to offer before, during, or after-school tutoring. Tutors are trained in the Science of Reading and in how to utilize carefully selected, evidence-based intervention resources appropriately. Schools determine, based upon data, which grade levels to include K-5.

7) Family Engagement ([Rule 6A-6.053(8)(b)3.o., F.A.C.](#))

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

Parents of students receiving intensive Interventions are provided with monthly letters detailing how their child is progressing with the interventions in place. In addition to reporting data, these letters include a Family Reading Connection. Family Reading Connections are fun, easy-to-do literacy activities aimed at promoting literacy through a variety of learning modalities. Examples include Guess the Word, a yes/no clues game, reading maps during holiday road trips, creating Book Nooks within the home as a comfy spot for reading, and reading along with lyrics during family karaoke night. Other examples include creating fun and colorful bookmarks that include favorite authors' quotes and writing Earth Day acrostic poems. These activities are intended to build reading, writing, and vocabulary skills for the student and promote bonding within the family through a love for literacy. Also, qualifying families of students with a substantial reading deficiency will be provided with the opportunity to participate in the New Worlds Reading Initiative.

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

District Comprehensive Evidence-Based Reading Plan (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
CS	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.
CS	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
CS	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a 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.
CS	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
CS	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
CS	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.
CS	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.

ℭℰ	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
ℭℰ	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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