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	Christy Gabbard	cgabbard@pky.ufl.edu	352-294-9067
Data Element	Mickey MacDonald	mmacdonald@pky.ufl.edu	
Third Grade Promotion	Ashley Hill	ahill@pky.ufl.edu	
Multi-Tiered System of Supports	Kim Dotts-Hoehnle	Kdotts-hoenle@pky.ufl.edu	
Other (Enter Responsibility)			

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	154,121.21	
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.*	N/A	
Elementary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Literacy coaches	73,851.58	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps		
Secondary Expenses		
Literacy coaches	80,269.63	
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		
Sum of Expenditures	154,121.21	

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				
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	<10%	90%
K	7%	69%	<10%	90%
1	3%	77%	<10%	90%
2	8%	84%	<10%	90%

FAST				
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	4%	86%	<1%	85%
4	4%	78%	<10%	75%
5	5%	78%	<10%	75%
6	3%	80%	<10%	75%
7	7%	83%	<10%	75%
8	8%	75%	<10%	75%
9	8%	71%	<10%	75%
10	16%	62%	<10%	80%

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

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

Based on the CERP reflection and other relevant data, P.K. Yonge has double blocked literacy instruction for all sixth grade students beginning in the 2024-25 school year. This will allow for sixth grade students to receive 80 plus minutes of uninterrupted literacy daily expanding the K-5 literacy block model through 6th grade.
Additionally, ELA teachers will engage in Lastinger Center for Learning professional learning modules focused on secondary literacy.
Expanded summer opportunities for striving 4th -8th grade students provides an increase of 15 instructional days for students in need of additional literacy instruction.

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

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

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

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

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

C. **Literacy Coaches (Rule 6A-6.053(4), F.A.C.)**
The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. **Is the district using the Just Read, Florida! literacy coach model?**
Yes/No

> Yes

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

> No

3. **How is the literacy coach model being communicated to principals?**

> The Literacy Coach model is communicated directly between Director of Secondary Programs, Elementary Principal, and School-based Principal roles in ongoing leadership meetings.

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

> Literacy coaches meet in to share practice and collaborate with school leadership weekly. District leadership coordinates directly with school leadership in weekly meetings to ensure fidelity to the literacy coaching model.

5. **How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?**

> As a single school, school district, P.K. Yonge DRS supports literacy coaches through professional learning and collaboration with school and district leadership. School calendars provide time and resources to meet with teaching teams and engage in data analysis, create action plans, and coaching. Our structures for Teacher Instructional Improvement Plans (TIIP) provides a basis for literacy coaches to work alongside teachers to establish instructional goals and monitor student data in response to instruction.

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

> The implementation of the coaching model is monitored through weekly meetings with coaches and direct supervision on coaches allocation of time.

4) Assessment, Curriculum and Reading Instruction

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

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

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

- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.

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

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

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

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

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

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.
- 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 VPK-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?
FAST Star Early Literacy	☒ VPK ☒ 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 ☐ 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 ELA Reading	☐ VPK ☐ 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
IReady	☐ VPK ☒ 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 VPK-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 3 ☒ Grade 4 ☒ Grade 5	☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Summative	☐ 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.

> Students are identified as having a substantial deficiency in reading if/when they have demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.
>
> Students are identified as having a substantial deficiency in reading if/when they score at or below the lowest achievement level benchmark on measures listed in the K-2/3-5/6-12

assessment and decision trees.

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

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

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

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

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

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.

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

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

P.K. Yonge identifies K-3 students with characteristics of dyslexia through implementation of our MTSS system ad specifically our Student Success Team Meetings which occur quarterly in grades K-5. The student success team is made up of teachers, counselors, exceptional student educators, school psychologists, administrators, and literacy coaches. These professionals are responsible for reviewing all student data related to reading and mathematics and determining based on student data and teacher observations if/when students need additional interventions. The team communicates the results of these student success meetings with parent stakeholders if/when it is determined that a student needs additional interventions. Interventions are put in place immediately following the SST meeting and monitored through ongoing progress monitoring assessments. If a student is demonstrating characteristics of dyslexia, the school psychologist (in addition to the intervention services) monitors and moves forward with additional required screenings. Required screenings and all related required notifications take place within 45 days.

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:

If the student is meeting beginning of the year benchmarks as indicated by:
Kindergarten = FAST STAR Early Literacy at or above the 40th percentile,
DIBELS = LNF 25
First grade = FAST Reading at or above the 40th percentile, DIBELS LNF 34, PSF = 30-46, NWF 5-15, ORF 10-34wpm
Second grade = FAST STAR Reading, students performing at or above the 50%tile with average/high student growth
DIBELS ORF = 39-84wpm
3rd – 5th = FAST ELA, students performing at or above the 50%tile with average/high growth

THEN TIER 1 Only

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

Being a Reader does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: IES Practice Guides for Foundational Skills (2016), K-3 Reading (2010), and Adolescent Literacy (2008). The Recommendation(s) and aligned program design is outlined in the charts below.

	Recommended Instructional Practices	*Being a Reader* Program Features (K–5)	Sources
Teach Comprehension Strategies	● Teach and model how to use reading comprehension strategies: question generation, summarization, visualization, clarification, and prediction ● Teach reading comprehension strategies through a gradual release of responsibility	● Making meaning through analyzing the events and characters in stories, retelling, making connections, exploring text features, and making inferences ● Comprehension strategies taught with the goal of having the students apply the strategies to their independent reading (making connections, questioning, retelling, making inferences, determining important ideas, using text features, analyzing text structure, and summarizing) ● Development of metacognitive awareness through teacher modeling and guided, independent practice ● Individualized Daily Reading (IDR) conferences	**IES Practice Guides** K–3 Reading (2010) Adolescent Literacy (2008) **GELN** Essential Instructional Practices in Literacy, grades 4–5 (2016) **National Reading Panel** Teaching Children to Read (2000)
Facilitate Text Discussion, Speaking and Listening, and Social Skills	● Guide students through focused, high-quality discussion of the meaning of text ● Give students the opportunity to learn by collaborating with their peers	● Development of skills needed to participate in small-group discussions about texts in a meaningful way ● Discussions of text are focused using thoughtful, open-ended questions ● Development of students' listening and speaking skills ● Cooperative structures and partner activities ● Students respond to literature in their book discussions to learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read	**IES Practice Guides** K–3 Reading (2010) Adolescent Literacy (2008) **GELN** Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)

Engage Students in Shared Reading	• Provide repeated oral reading with feedback and guidance to develop fluency, including questioning the text, providing feedback to students, repeating, expanding, and modeling	• The teacher reads and rereads carefully selected large-format texts and/or trade books with the whole class, models effective reading behaviors and strategies, and invites the students to be involved in reading and discussing the texts • Students wonder and answer questions before, during, and after a read-aloud to make sense of text • The teacher models fluent reading and uses comprehension strategies. "Thinking Tools" used to guide students through texts are also modeled	**National Reading Panel** Teaching Children to Read (2000) **National Early Literacy Panel** Developing Early Literacy (2008) **GELN** Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)
Provide Assessment and Differentiation	• Provide time for differentiated reading instruction for all students based on assessments of students' current reading levels • Adjust or differentiate instruction based on assessments of student progress	Small-Group Reading: • Students are matched with texts at their assessed reading levels and instruction is provided to address their differing needs Placement Assessments: • Small-Group Reading Placement Assessments (Sets 1–5 and Sets 6–12) • Placement and Grouping Support Record (*Book Clubs*) Formative Assessments: • Group Progress Assessments • Class Assessments • Individualized Daily Reading (IDR) Conferences • Independent Work Observations • Group Discussion Observation for Small-Group Reading and *Book Clubs* • Exit tickets and recordings of book club discussions Summative Assessments: • Student Progress Assessment • Mastery Tests (Sets 1–5)	**IES Practice Guides** RTI (2009) K–3 Reading (2010) **GELN** Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)

Provide Explicit Instruction and Connected, Independent Reading	• Provide both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension • Give students reading choices	Small-Group Reading (Sets 1–5): • Students receive explicit instruction in phonics, decoding, high-frequency word recognition, and comprehension—practicing the skills immediately in appropriately leveled texts Individualized Daily Reading: • Students read independently in self-selected texts at their independent reading levels • The teacher confers with individual students, helping them select appropriate books and assessing and supporting their reading Independent Work: • Students work independently on meaningful literacy activities (reading, writing, word work) while the teacher instructs small groups or individuals	IES Practice Guides Foundational Skills (2016) K–3 Reading (2010) GELN Essential Instructional Practices in Literacy, grades K–3 (2016) Essential Instructional Practices in Literacy, grades 4–5 (2016)

The district will support and monitor implementation of this program by ensuring instruction utilizing the practices is consistently provided to students, including ongoing professional learning opportunities for early childhood, elementary, and secondary literacy provided through the Lastinger Center for Learning micro-credentials.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Students are assessed using the FAST Assessment System in PM1, PM2, and PM3 windows as outlined by the state assessment calendar with K-2 students being assessed within the first 30 days of school.

PM1=

 If the student is meeting beginning of the year benchmarks as indicated by:
 Kindergarten = FAST STAR Early Literacy >50%tile , DIBELS = LNF 25
 First grade = FAST >50%tile, DIBELS LNF 34, PSF = 30-46, NWF 5-15, ORF 10-34wpm
 Second grade = FAST STAR Reading, students performing at or above the 50%tile with average/high student growth
 DIBELS ORF = 39-84wpm
3rd – 5th = FAST ELA, students performing at or above the 50%tile with average/high growth
PM2=

 If the student is meeting beginning of the year benchmarks as indicated by:
 Kindergarten = FAST STAR Early Literacy >50%tile , DIBELS = LNF 25
 First grade = FAST >50%tile, DIBELS LNF 34, PSF = 30-46, NWF 5-15, ORF 10-34wpm

Second grade = FAST STAR Reading, students performing at or above the 50%tile with average/high student growth
DIBELS ORF = 39-84wpm
3rd – 5th = FAST ELA, students performing at or above the 50%tile with average/high growth

PM3=

If the student is meeting beginning of the year benchmarks as indicated by:
Kindergarten = FAST STAR Early Literacy >50%tile , DIBELS = LNF 25
First grade = FAST >50%tile, DIBELS LNF 34, PSF = 30-46, NWF 5-15, ORF 10-34wpm
Second grade = FAST STAR Reading, students performing at or above the 50%tile with average/high student growth
DIBELS ORF = 39-84wpm
3rd – 5th = FAST ELA, students performing at or above the 50%tile with average/high growth

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Students meeting benchmark on the FAST assessment as indicated by a LV 3 score. Benchmarks are set for PM1, PM2, and PM3 for DIBELS and used in combination with FAST assessment data to determine the extent to which CORE is effective for 80% of students.

Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of each tier of instruction must be monitored to ensure the strength of the entire system. The problem-solving process is a recursive, self-correcting, ongoing methodology used for effective decision-making at all levels within the system. This logic and theme of databased decision-making is embedded in a variety of existing structures such as school improvement, student progression, reading plans, positive behavior support, the continuous improvement model, and school policies and procedures.
The following list of imperative questions is used to monitor the effectiveness of T1:
Are students provided with well-delivered, scientific, research-based core instruction?

What assessment tools or processes are used to identify instructional needs and the students' response to instruction?

Is the core instruction/support effective?

What percent of students are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)?

What percent of students in subgroups are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)?

If addressing an individual student's needs what percent of students in his/her subgroup are achieving benchmarks/standards/behavioral expectations (approximately80 percent)?

If core instruction is not effective, Is the curriculum appropriately matched to the needs of the students?

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

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

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Students in K-2 who perform below benchmark as indicated by a score below the established K-2 cut scores on the FAST assessment and/or perform below the cut scores established for PM1, PM2, and PM3 on DIBELS will be provided T2 services within their school day.

Cut scores:
Below 20%tile on FAST
Below 50%tile on iReady (specific cut scores used at each grade level)

Students in grades 3-5 who perform below benchmark as indicated by FAST and iReady on PM1, PM2, and PM3 will be provided T2 services within their school day.

Cut scores:
Below 20%tile on FAST
Below 50%tile on iReady

IReady Benchmarks:

Cut Scores	Fall	Winter	Spring
1	434-457	458-479	480-536
2	489-512	513-536	537-560

3	511-544	545-560	561-602
4	557-578	579-602	603-629
5	581-608	609-629	630-640

Beginning of year data

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

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

If when students are demonstrating consistent 'below benchmark" data based on the measures and grade level indicators listed below:
Kindergarten DIBELS LNF = 34 (AP1)/41(AP2)/46(AP3)
Kindergarten DIBELS PSF = 15(AP1)/34(AP2)/38(AP3)
Kindergarten DIBELS NWF = 17(AP1)/30(AP2)/34(AP3)
1st DIBELS LNF = 45 (AP1)/55(AP2)/73(AP3)
1st DIBELS ORF-A= 63(AP1)/78(AP2)/94(AP3)
1st DIBELS ORF-R = 17(AP1)/26(AP2)/55(AP3)
2nd Grade = Gates Comprehension/Gates Vocabulary below 39th percentile
2nd Grade = FAST Assessment STAR Reading/ STAR CBM benchmark data
2nd Grade = SIPPS on level performance data in combination with other measures listed above
Kindergarten thru 2nd grade Standards based report card indicator of "Below Benchmark" in grade level standards in combination with the data measures above would indicate a continuation of Tier 2 interventions.

In addition to measures listed above, grades K-5 use the following measures and cut scores.

Students in K-2 who perform below benchmark as indicated by a score below the established K-2 cut scores on the FAST assessment and/or perform below the cut scores established for PM1, PM2, and PM3 on DIBELS will be provided T2 services within their school day.

Cut scores:
Below 20%tile on FAST
Below 50%tile on iReady (specific cut scores used at each grade level)

Students in grades 3-5 who perform below benchmark as indicated by FAST and iReady on PM1, PM2, and PM3 will be provided T2 services within their school day.

Cut scores:
Below 20%tile on FAST
Below 50%tile on iReady

IReady Benchmarks:

Cut Scores	Fall	Winter	Spring
1	434-457	458-479	480-536
2	489-512	513-536	537-560
3	511-544	545-560	561-602

4	557-578	579-602	603-629
5	581-608	609-629	630-640

In addition to measures listed above, grades K-5 use the following measures and cut scores.

Students in K-2 who perform below benchmark as indicated by a score below the established K-2 cut scores on the FAST assessment and/or perform below the cut scores established for PM1, PM2, and PM3 on DIBELS will be provided T2 services within their school day.

Cut scores:

Below 20%tile on FAST

Below 50%tile on iReady (specific cut scores used at each grade level)

Students in grades 3-5 who perform below benchmark as indicated by FAST and iReady on PM1, PM2, and PM3 will be provided T2 services within their school day.

Cut scores:

Below 20%tile on FAST

Below 50%tile on iReady

IReady Benchmarks:

Cut Scores	Fall	Winter	Spring
1	434-457	458-479	480-536
2	489-512	513-536	537-560
3	511-544	545-560	561-602
4	557-578	579-602	603-629
5	581-608	609-629	630-640

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.** **SIPPS – Level 3 Promising Evidence and Level 2 Moderate Evidence** **IReady , Curriculum Associates – Level 2 Moderate Evidence**
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. **SIPPS – Level 3 Promising Evidence and Level 2 Moderate Evidence** **IReady , Curriculum Associates – Level 2 Moderate Evidence**
For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided. **SIPPS – Level 3 Promising Evidence and Level 2 Moderate Evidence** **IReady , Curriculum Associates – Level 2 Moderate Evidence**
Number of times per week interventions are provided: **2X- 5X per week depending on intervention design**
Number of minutes per intervention session: **15-25 minutes per session**
Explain how the effectiveness of Tier 2 interventions are monitored. Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Principal of Elementary and Learning Community Leaders in 2-3 and 4-5 also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Principal of Elementary and Learning Community Leaders in 2-3 and 4-5 also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If when students are demonstrating significantly below benchmark data based on the measures and grade level indicators listed below:

FAST K-5 below the 25%tile on FAST ELA
Kindergarten DIBELS LNF =
28(AP1)/36(AP2)/42(AP3) Kindergarten DIBELS
PSF = 7(AP1)/15(AP2)/28(AP3) Kindergarten
DIBELS NWF = 14(AP1)/24(AP2)/30(AP3) 1st
DIBELS NWF = 39(AP1)/48(AP2)/60(AP3)
1st DIBELS ORF-A= 47(AP1)/62(AP2)/84(AP3)
1st DIBELS ORF-R = 7(AP1)/17(AP2)/32(AP3)
2nd Grade = Gates Comprehension/Gates Vocabulary below 25th
percentile 2nd Grade = FAST Assessment STAR Reading/ STAR CBM
benchmark data
2nd Grade = SIPPS on level performance data in combination with other measures listed
above Kindergarten thru 2nd grade Standards based report card indicator of "Below
Benchmark" in grade level standards in combination with the data measures above would
indicate a continuation of Tier 3 interventions.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
STAR and/or FAST data showing performance on PM1 at or below the 20%tile in combination with other measures of performance including iReady Benchmarks

Cut scores:

Below 20%tile on FAST

Below 50%tile on iReady (specific cut scores used at each grade level)

Students in grades 3-5 who perform below benchmark as indicated by FAST and iReady on PM1, PM2, and PM3 will be provided T2/T3 services within their school day.

Cut scores:

Below 20%tile on FAST

Below 50%tile on iReady

IReady Benchmarks:

Cut Scores	Fall	Winter	Spring
1	434-457	458-479	480-536
2	489-512	513-536	537-560
3	511-544	545-560	561-602
4	557-578	579-602	603-629
5	581-608	609-629	630-640

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.

SIPPS – Level 3 Promising Evidence and Level 2 Moderate Evidence

IReady , Curriculum Associates – Level 2 Moderate Evidence
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. **SIPPS – Level 3 Promising Evidence and Level 2 Moderate Evidence** **IReady , Curriculum Associates – Level 2 Moderate Evidence**
For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided. **SIPPS – Level 3 Promising Evidence and Level 2 Moderate Evidence** **IReady , Curriculum Associates – Level 2 Moderate Evidence**
Number of times per week interventions are provided: **2X-5X depending on intervention design**
Number of minutes per intervention session: **15-25**
Explain how the effectiveness of Tier 3 interventions are monitored. **Small group observations and tiered services logs**
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? **Student Success Team meetings and Data Review**

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)](#).**

P.K. Yonge will provide Summer Reading Camp opportunity meeting the following requirements:
- Provide a highly effective teacher certified or endorsed in Reading
- Grade 3 students scoring LV 1 on statewide standardized assessments at PM3 will be included in Summer Reading camp
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension using a combination of resources and materials including
  - IReady (moderate ESSA evidence)

  - Being a Reader, Being a Reader does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: IES Practice Guides for Foundational Skills (2016), K-3 Reading (2010), and Adolescent Literacy (2008). The Recommendation(s) and aligned program design is outlined in the charts below.

  - SIPPS, **Level 3 Promising Evidence and Level 2 Moderate Evidence**
P.K. Yonge will use one of the following alternative assessments at the conclusion of summer reading camp to establish student performance:
- FAST Assessment
- STAR Reading
- IReady
- SAT-10

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

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
MAZE	☒ 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
IReady	☒ 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

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

When students are performing at LV 1 on FAST ELA for PM3/PM1 and at or below the 20th %tile
When students are performing at LV1 and/or LV2 on FAST ELA for PM1/PM2/PM3 and at or below the 40th %tile.

Grades 6-8 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: FAST ELA Assessment Data w/students performing @ or above the 40%tile
THEN TIER 1 Only
Core Instruction

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

Teacher designed units of study does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: IES Practice Guides for Foundational Skills (2016), K-3 Reading (2010), and Adolescent Literacy (2008). The Recommendation(s) and aligned program design is as follows:

1. Assessment and Instructional Alignment

- **Regular Assessment**: Use a variety of assessments (formative and summative) to gauge students' reading abilities and needs.
- **Data-Driven Instruction**: Align instruction based on assessment data to address specific gaps and strengths in reading skills.

2. Explicit Instruction in Reading Strategies

- **Modeling Strategies**: Teach and model reading comprehension strategies, such as summarizing, questioning, and predicting.
- **Guided Practice**: Provide opportunities for students to practice these strategies with guidance before applying them independently.

3. Focused Vocabulary Instruction

- **Direct Vocabulary Teaching**: Introduce and reinforce academic vocabulary relevant to content areas.
- **Contextual Learning**: Encourage students to learn new words in context through reading and discussion.

4. Engaging Content and Texts

- **Diverse Text Selection**: Use a variety of texts that are relevant and interesting to students, including fiction, nonfiction, and multimedia resources.
- **Culturally Relevant Materials**: Incorporate texts that reflect students' backgrounds and interests to enhance engagement.

5. Collaborative Learning

- **Peer Interaction**: Facilitate opportunities for students to work in pairs or small groups to discuss texts and share insights.
- **Discussion-Based Learning**: Use discussions to deepen understanding and encourage multiple perspectives.

6. Writing to Enhance Reading

- **Integrate Writing**: Encourage students to respond to texts through writing, such as summaries, reflections, or analytical essays.
- **Focus on Text Structure**: Teach students how to recognize and use different text structures in their writing and reading.

7. Support for Struggling Readers

- **Targeted Interventions**: Implement specific interventions for students who struggle with reading, ensuring they receive the support they need.
- **Scaffolding**: Provide appropriate scaffolds to help students progress from their current level of understanding to higher levels.

8. Building Motivation and Engagement

- **Choice in Reading**: Allow students to choose reading materials that interest them, fostering a sense of ownership over their learning.
- **Goal Setting**: Help students set reading goals and track their progress, encouraging a growth mindset.

  The district will support and monitor implementation of this program by ensuring instruction utilizing the practices is consistently provided to students, including ongoing professional learning opportunities for early childhood, elementary, and secondary literacy provided through the Lastinger Center for Learning micro-credentials.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

Student performance at PM1/PM2 - "approaching the standard"
PM3 demonstrating "at or above the standard"

Explain how the effectiveness of Tier 1 instruction is monitored.
The following procedures are in place to identify and solve problems related to core instruction: The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly).
   Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
The following procedures are in place to identify and solve problems related to core instruction: The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly).
Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data.
Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
PM3 and/or PM1/PM2 performance at or below the 20th percentile on FAST ELA
And additional MAZE Screening Data aligns with FAST data results
ORF will be used as additional data only on an as needed basis.

Beginning of year data
IF student meets the following criteria at the beginning of the school year: **PM3 and/or PM1 performance at or below the 20th percentile on FAST ELA** **And additional MAZE Screening Data aligns with FAST data results** **ORF will be used as additional data only on an as needed basis.** **PM3 and/or PM1 performance at or below the 20th percentile on FAST ELA** **And additional MAZE Screening Data aligns with FAST data results** **ORF will be used as additional data only on an as needed basis.**
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.** **BeAble – Promising Evidence** **Rewards – Strong Evidence**
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. **BeAble – Promising Evidence** **Rewards – Strong Evidence**
Number of times per week interventions are provided: **1 x – 2x per week**
Number of minutes per intervention session: **15-25 minutes**
Explain how the effectiveness of Tier 2 interventions are monitored. **Curriculum-based measures within the BeAble and Rewards programs** **Progress monitoring data through PM1/PM2/PM3 FAST and MAZE as needed** **Student data is being monitored for growth (learning gains) between PM1-PM2-PM3 based on FAST established scale scores.**
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Learning Coaches also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Students not demonstrating growth between PM1 – PM2 – PM3
Student data is being monitored for growth (learning gains) between PM1-PM2-PM3 based on FAST established scale scores.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
Performance below the 10th%tile and in LV1 at PM3 (Previous Year)/PM1 (current year)

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.

BeAble – Promising Evidence
Rewards – Strong Evidence
IReady – Moderate Evidence

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.

BeAble – Promising Evidence
Rewards – Strong Evidence
IReady – Moderate Evidence

Number of times per week interventions are provided:

1x-2x per week, 3x when time allows

Number of minutes per intervention session:
15-25 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.
Student data using curriculum-based measures within Rewards and/or iReady
Student Learning Gains on FAST PM1/PM2/PM3
Lexile score growth (BeAble)

The most significant indicator monitored are the learning gains (using FAST established scale scores) between FAST PM1-PM2-PM3
Student Learning Gains on FAST PM1/PM2/PM3

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

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

services.

Grades 9-12

6. **Grades 9-12 Assessments**
    Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

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
MAZE	☒ 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	☒ 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.**

    When students are performing at LV 1 on FAST ELA for PM1 and at or below the 20th %tile
    When students are performing at LV1 and/or LV2 on FAST ELA for PM2 and at or below the 40th %tile.

<table>
<tr><td colspan="1" align="center">**Grades 9-12 Decision Tree**</td></tr>
</table>

Grades 9-12 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: FAST ELA Assessment Data w/students performing @ or above the 40%tile
THEN TIER 1 Only

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

Teacher designed units of study does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: IES Practice Guides for Foundational Skills (2016), K-3 Reading (2010), and Adolescent Literacy (2008). The Recommendation(s) and aligned program design is as follows:

1. Assessment and Instructional Alignment

- **Regular Assessment**: Use a variety of assessments (formative and summative) to gauge students' reading abilities and needs.
- **Data-Driven Instruction**: Align instruction based on assessment data to address specific gaps and strengths in reading skills.

2. Explicit Instruction in Reading Strategies

- **Modeling Strategies**: Teach and model reading comprehension strategies, such as summarizing, questioning, and predicting.
- **Guided Practice**: Provide opportunities for students to practice these strategies with guidance before applying them independently.

3. Focused Vocabulary Instruction

- **Direct Vocabulary Teaching**: Introduce and reinforce academic vocabulary relevant to content areas.
- **Contextual Learning**: Encourage students to learn new words in context through reading and discussion.

4. Engaging Content and Texts

- **Diverse Text Selection**: Use a variety of texts that are relevant and interesting to students, including fiction, nonfiction, and multimedia resources.
- **Culturally Relevant Materials**: Incorporate texts that reflect students' backgrounds and interests to enhance engagement.

5. Collaborative Learning

- **Peer Interaction**: Facilitate opportunities for students to work in pairs or small groups to discuss texts and share insights.

- **Discussion-Based Learning**: Use discussions to deepen understanding and encourage multiple perspectives.

6. Writing to Enhance Reading

- **Integrate Writing**: Encourage students to respond to texts through writing, such as summaries, reflections, or analytical essays.
- **Focus on Text Structure**: Teach students how to recognize and use different text structures in their writing and reading.

7. Support for Struggling Readers

- **Targeted Interventions**: Implement specific interventions for students who struggle with reading, ensuring they receive the support they need.
- **Scaffolding**: Provide appropriate scaffolds to help students progress from their current level of understanding to higher levels.

8. Building Motivation and Engagement

- **Choice in Reading**: Allow students to choose reading materials that interest them, fostering a sense of ownership over their learning.
- **Goal Setting**: Help students set reading goals and track their progress, encouraging a growth mindset.

The district will support and monitor implementation of this program by ensuring instruction utilizing the practices is consistently provided to students, including ongoing professional learning opportunities for early childhood, elementary, and secondary literacy provided through the Lastinger Center for Learning micro-credentials.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

Student performance at PM1/PM2 - "approaching the standard"
PM3 demonstrating "at or above the standard"

Explain how the effectiveness of Tier 1 instruction is monitored.

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

The following procedures are in place to identify and solve problems related to core instruction:
The problem-solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly).

Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data.
Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
FAST PM2 data indicating any of the following: performing "below the benchmark" as indicated by subtest data, LV 1 performance on PM2

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
FAST Data indicating LV1 in combination with FAST PM3 data from prior year showing below grade level performance.

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.

BeAble – Promising Evidence

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.

Number of times per week interventions are provided:
1 x – 2x per week

Number of minutes per intervention session:

15-25 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Student Learning Gains on FAST PM1/PM2/PM3 using FAST scale scores in order to establish adequate growth between progress monitoring windows.

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

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

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Students not demonstrating growth (learning gains based on scale scores) between PM1 – PM2 – PM3

Beginning of year data
IF student meets the following criteria at the beginning of the school year: Performance below the 20th%tile and in LV1 at PM1
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.** **Rewards – Strong Evidence**
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. **BeAble – Promising Evidence**
Number of times per week interventions are provided: **1x – 3x per week**
Number of minutes per intervention session: **15-25 minutes**
Explain how the effectiveness of Tier 3 interventions are monitored. Student data using curriculum-based measures supplemental programs. These may include change in Lexile score. **The primary measure of effectiveness is student growth (learning gains based on scale score) on FAST ELA PM1-PM2-PM3** **MAZE score change showing improvement in Silent Reading Comprehension**
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Director of Secondary Programs and Learning Coaches also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Student not demonstrating Learning Gains on FAST PM1/PM2/PM3 using FAST scale scores in order to establish adequate growth between progress monitoring windows.

Beginning of year data
IF student meets the following criteria at the beginning of the school year: FAST Performance in grades 9 and 10 below the 10th percentile on PM3/PM1

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.** **Rewards – Strong Evidence** **BeAble- promising evidence**
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. **Rewards – Strong Evidence** **BeAble- promising evidence**
Number of times per week interventions are provided: **1x –3x times per week**
Number of minutes per intervention session: **15-25 minutes**
Explain how the effectiveness of Tier 3 interventions are monitored. Student Learning Gains on FAST PM1/PM2/PM3 using FAST scale scores in order to establish adequate growth between progress monitoring windows.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Director of Secondary Programs and Learning Coaches also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.

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.

PK Yonge DRS establishes time, resources, and expertise in partnership with NEFEC, Lastinger Center for Learning, and Center for Collaborative Classroom to ensure that teachers are provided ongoing professional learning opportunities that:

- 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;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and

Pathways for Reading Endorsement

- Lastinger Center for Learning Reading Endorsement pathways including Flamingo Literacy Matrix
- NEFEC Reading Endorsement Pathway
- FCRR Reading Endorsement Pathway

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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).

Tutoring is provided to students in K-3 in order to support learners who need additional time and intensity in order to meet grade level benchmarks established by the BEST standards.

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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).
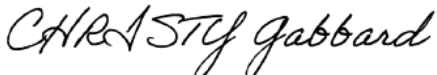
As a single school, school district, P.K. Yonge will implement the read-at-home plan in support of students with a substantial reading deficiency by building off our core reading at home plan and extending additional reading materials. The materials will be sent home to students and families through coordination with our media specialist. Each learning community leader will coordinate with our media specialists and families to ensure students have support for implementing the read at home plan as well as access to high quality literacy materials. Our K-12 reading specialist also coordinates implementation of the New World's Reading Initiative with partners at Lastinger Center for Learning. Through our P.K. Yonge internal learning community systems as well as New World's Reading Initiative, families are provided access to high quality books for reading at home.

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
CG	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
CG	b. All students identified with a substantial 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.
CG	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.
CG	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
CG	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.

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

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: *CHRISTY gabbard*	Date: 11 - 2024