Leon County District Comprehensive Evidence-Based Reading Plan, 2025-2026

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Jean Pepe	pepej@leonschools.net	850-414-5199
Data Element	Jean Pepe	pepej@leonschools.net	850-414-5199
Third Grade Promotion	Anicia Robinson	Robinsona2@leonschools.net	850-487-7100
Multi-Tiered System of Supports	Michele Prescott	prescottm@leonschools.net	850-414-5199
Early Childhood Programs	Brooke Brunner	brunnerb@leonschools.net	850-487-7614
Professional Development	Lewis Blessing	blessingl@leonschools.net	850-414-5199
Assessment/Accountability	David Solz	solzd@leonschools.net	850-414-5199
LCS Charter School Liaison	Lisa Urban	urbanl@leonschools.net	850-561-8364

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches/content specialists	$1,111,753.50	13
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	$161,816	
Third grade summer reading camps	$20,000	
Summer reading camps		
Secondary Expenses		
Literacy coaches/content specialists	$256,495.50	2.5
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	$225,558	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	$15,000	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	$25,000	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	$1,815,623.00	

3) Literacy Leadership – District and School

A. **Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)**
   Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

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

FAST – LCS All				
Grade	2025 – % of Students Scoring	Goal for 2026 – % of Students Scoring	2025 – % of Students Scoring	Goal for 2026 – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	1.7%	1%	92%	95%

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

Planned Improvement Strategies:
1. Targeted Instructional Support
   - All PK students receive foundational literacy instruction through Kick Start to Literacy, integrated within the daily Creative Curriculum routines.
   - Beginning second semester, VPK students will engage in UFLI-based small group instruction for more intensive skill development.
2. Professional Development
   - Teachers will participate in professional learning sessions on Kick Start to Literacy and UFLI, with follow-up coaching to support implementation in classrooms needing growth, particularly where CLASS instructional scores are below 4.
3. Data-Driven Intervention
   - Students identified as "on watch" or requiring intervention will be closely monitored and supported through intentional small group instruction and individualized instruction.
4. Family Engagement
   - Literacy nights will be hosted in partnership with New Worlds Reading and WFSU, helping families engage with literacy at home and build supportive reading routines.
5. Collaborative Planning and Coaching
   - Instructional coaches and PLCs will analyze ongoing assessment data to refine groupings, adjust instruction, and share best practices across classrooms and sites.

By combining high-quality instructional materials, professional learning, data-driven coaching, and strong family partnerships, the district is committed to improving literacy outcomes for every VPK/PK student.

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

FAST – LCS All				
Grade	2025 – % of Students Scoring Level 1	Goal for 2026 – % of Students Scoring Level 1	2025 – % of Students Scoring Levels 3-5	Goal for 2026 – % of Students Scoring Levels 3-5
K	17	15	60	65
1	26	18	59	60
2	23	18	56	60
3	20	18	57	60
4	22	18	55	60
5	20	18	54	60
6	20	18	58	60
7	21	18	54	60
8	21	18	54	60
9	24	18	52	60
10	23	18	55	60

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	The following will be reviewed at the district level: All FAST progress monitoring - three times per year Star Early Literacy/Star Reading - monthly for targeted schools Reading CBMs - twice a month for targeted schools/students UFLI Foundations progress monitoring data for grades K-2 - monthly Lexia Core5 usage/skills data for targeted schools/students - quarterly	The following will be reviewed at the school level: All FAST progress monitoring - three times per year UFLI Foundations progress monitoring data - monthly Star Early Literacy/Star Reading - monthly for targeted schools as needed Reading CBMs - twice a month for targeted students Classroom assessments and student work samples through the MTSS process - monthly Woodcock Johnson for identified students Kaufman Test of Educational Achievement for identified students AimsWeb for identified students (SAST); Running Records, project-based rubrics, running reading records (SASC)
Actions for continuous support and improvement	District facilitated monthly literacy coach collaborative meetings focused on supporting teachers with implementing evidence-based strategies (Charter School Coaches are included) District facilitated UFLI Foundations PLC with school-based support teams serving Kindergarten, First, and Second grades focusing on implementation fidelity and impact on student achievement Collaboration with State Regional Literacy Director on identified RAISE schools and targeted support plans Literacy Walks with identified coach support and action steps	Literacy Leadership Teams regular review of progress toward established goals and adjustment of action steps as warranted Administrator and literacy coach conduct regular classroom visits to provide feedback on implementation of evidence-based, high yield literacy instructional strategies Literacy Leadership and MTSS Teams conduct regular review of student data to monitor impact of core instruction and student response to intervention

	District Office of School Improvement reviews and collaborates with school-based administrators on improvement plans and appropriate action steps	
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	The following will be reviewed at the district level: All FAST progress monitoring - three times per year Study Sync (core) common assessments - quarterly Language Live Benchmarks (middle school) - three times per year TOWRE-2 identified students - three times per year	The following will be reviewed at the school level: All FAST progress monitoring - three times per year Study Sync (core) common assessments - quarterly Language Live Benchmarks (middle school) - three times per year Classroom assessments and student work samples through the MTSS process; TOWRE-2 identified students - quarterly Woodcock Johnson for identified students Kaufman Test of Educational Achievement for identified students Star Reading – quarterly (SASC/T) Star Reading – quarterly for all; monthly for Tier 2/3 (TSMS)
Actions for continuous support and improvement	District facilitated quarterly literacy coach collaborative meetings focused on supporting teachers with implementing evidence-based strategies (Charter School Coaches are included) District facilitated monthly ELA Department Head collaborative meetings focused on the alignment of B.E.S.T. standards with core adopted materials Literacy Walks with identified coach support and action steps District Office of School Improvement reviews and collaborates with school-based administrators on	Literacy Leadership Teams regular review of progress toward established goals and adjustment of action steps as warranted Administrator and literacy coach conduct regular classroom visits to provide feedback on implementation of evidence-based, high yield literacy instructional strategies Literacy Leadership and MTSS Teams conduct regular review of student data to monitor impact of core instruction and student response to intervention

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	The following will be reviewed at the district level: All FAST progress monitoring - three times per year Study Sync (core) common assessments - quarterly Lexia Power Up usage/skills data for identified students - quarterly TOWRE-2 identified students - three times per year	The following will be reviewed at the school level: All FAST progress monitoring - three times per year FAST concordant scores Study Sync (core) common assessments - quarterly Classroom assessments and student work samples through the MTSS process; TOWRE-2 identified students - quarterly Woodcock Johnson for identified students Kaufman Test of Educational Achievement for identified students
Actions for continuous support and improvement	District facilitated quarterly literacy coach collaborative meetings focused on supporting teachers with implementing evidence-based strategies District facilitated monthly ELA Department Head collaborative meetings focused on the alignment of B.E.S.T. standards with core adopted materials Literacy Walks with identified coach support and action steps District Office of School Improvement reviews and collaborates with school-based administrators on improvement plans and appropriate action steps	Literacy Leadership Teams regular review of progress toward established goals and adjustment of action steps as warranted Administrator and literacy coach conduct regular classroom visits to provide feedback on implementation of evidence-based, high yield literacy instructional strategies Literacy Leadership and MTSS Teams conduct regular review of student data to monitor impact of core instruction and student response to intervention

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.**

Our root cause analysis of student performance data indicates a priority need for professional learning focused on improving grade level core instruction, specifically with aligning benchmark expectations with explicit instructional routines and quality student tasks. CERP professional learning section 5 will address this priority from our Self-Reflection Tool.

LCS proficiency rates increased by 2% for 10th grade students from the 2023-24 to 2024-25 school year (53% to 55%) when reviewing for all students. Potential root causes of this have been an increase in professional learning focused on benchmark language, an increase in instruction aligned to benchmark expectations, and

support for students needing reading intervention. We plan to continue these efforts to yield even higher proficiency rates by upskilling the capacity of school leaders through professional learning days and learning walks. We plan to equip secondary literacy coaches and ELA department heads with the tools they need to plan and implement quality core instruction and tiered intervention.

In reviewing FAST PM3 data, we noticed areas of weakness across secondary grade levels in the following benchmarks: Figurative Language, Purpose and Perspective, Structure. A root cause of this has been teachers still adjusting to the benchmark language, expectations, and clarifications. We will target these areas through professional learning, as well as collaborative planning, with literacy leaders on each campus.

LCS proficiency rates increased by 2% for 3rd grade students from the 2024 to 2025 FAST PM3 testing windows (55% to 57%) when reviewed for all students. Potential root causes for this increase may have been a professional learning focus on explicit instruction with *on* grade level text within Tier 1 as well as strengthening foundational reading skills. We plan to continue our efforts in these areas to yield even higher proficiency rates. Further review of FAST PM3 data showed the following areas of weakness at 3rd grade: Central Idea, Interpreting Figurative Language, and Paraphrasing/Summarizing. Root causes of this include teachers still adjusting to the benchmark language and clarifications, student tasks not fully aligned to grade level expectations, and balancing the language of the adopted curriculum. We will target these areas through professional learning, as well as through collaborative planning, with literacy leadership teams.

LCS average proficiency rates in kindergarten early literacy showed a 4% positive difference compared to the state average (60% to 56%) when reviewed for all students, with average domain scores above the state average in all areas. LCS increased the percentage of kindergarten students scoring above the 40th percentile by 7% from the 2023-24 to 2024-25 school year (67% to 74%) when reviewing for all students. LCS *decreased* the percentage of kindergarten students scoring below the 10th percentile by 6% from the 2023-24 to 2024-25 school year (13% to 7%) when reviewing for all students. A potential root cause of this decrease at the Tier 3 level has been our professional learning focus on explicit instruction and aligned practice (whole group and small group) of foundational reading skills. We will sustain this focus, specifically in K-2, with our continued implementation of UFLI Foundations and the reading science embedded within this educative curriculum tool.

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

Principals collaborate with literacy leadership teams to develop schedules for literacy walkthroughs and regular meetings to review implementation of the reading plan in alignment with school improvement objectives. The requirement, importance, and best practices of frequent literacy walkthroughs by administrators is communicated through administrator meetings, in writing via email, and through the PK-12 Reading Plan. Administrators utilize checklists developed by FCRR/REL, UFLI, and JRF! Practice Profiles as well as elements from our teacher evaluation system which correspond to Marzano's effective instructional practices. Charters (SASC/SAST) also utilize Cognia's Effective Learning Environments Observation Tool (ELEOT). District level support personnel routinely visit schools to observe and discuss the implementation of the literacy walkthroughs by administrators. District personnel join site administrators and/or coaches on literacy walks and review observation data. Support is provided as needed based on data review. Administrative regular walkthroughs, on-site collaborative visits, and specific feedback ensure effective implementation.

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.**

Data for determining shifts in instruction, targeting interventions, and supporting the needs of students is collected through benchmark measures, progress monitoring measures, classroom assessment data, and

teacher observations. The Office of School Improvement and Accountability monitors school completion of state-wide progress monitoring during each assessment window. Professional development on using this data to determine interventions and support students is ongoing for all administrators, literacy coaches and classroom teachers in alignment with the district's decision trees. Principals collaborate with literacy leadership teams to set up regularly scheduled data analysis meetings in order to inform action steps.

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

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

    ☒Yes   ☐No

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

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

Leon County Schools communicates the JRF! coach model and performance expectations of literacy coaches to principals through administrator meetings, in writing via email, and through the review of the PK-12 Reading Plan. Each team is encouraged to develop an administrator-coach agreement in order to help clearly define priorities.

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

The district supports coaches through literacy coach meetings (elementary/monthly, secondary/quarterly), new coach mentoring, professional learning workshops based upon collected survey data, and on-site collaboration visits. We continue to have strong partnerships with FCRR and our State Regional Literacy Director. Through these partnerships we are able to provide continued, quality professional learning experiences for all instructional personnel who serve in literacy coach roles.

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

The district supports coaches with prioritizing high impact activities by providing professional learning on facilitating data analysis reviews leading to benchmark aligned instruction. In addition to monitoring student data, coaches submit monthly surveys to help determine needs and create action steps. With the continued support of Dr. Holly Lane and her staff at UFLI, coaches continue to participate in a professional learning community focused on quality implementation of evidence-based, high yield reading instruction, literacy walkthrough data collection and analysis, providing feedback on implementation, and targeted teacher support based on the data analysis. As we continue to progress with our district wide implementation of UFLI Foundations, district staff help school-based coaches in tailoring their support to teachers based on classroom observation data.

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

The PK-12 Reading Coordinator and the ELA Instructional Developers support and monitor the implementation of the coach model. Coaches report time on task and impact data through monthly surveys. The monthly survey data is reviewed and questions, concerns, and discrepancies are addressed on an individual basis with school administrators and literacy coaches.

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

The district uses both informal and formal measures to evaluate the effectiveness of literacy coaches. Informally, monthly meetings provide a space for coaches to reflect, share strategies, develop coaching skills, and discuss progress. Formally, coaches complete monthly surveys detailing their support to teachers, including modeling, observations, and professional learning. Site administrators also monitor coaching through daily interactions, ongoing observations, sometimes supported by district staff, and formal evaluations. Ultimately, effectiveness is reflected in improved instructional practices and growth in student outcomes.

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

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

The LCS strategic plan aligns with Florida's Formula for Reading Success by focusing on closing achievement gaps and supporting effective reading instruction, particularly for subgroups needing extra assistance. Key elements of the strategic plan aligned to Florida's Formula for Reading Success are outlined below:
- o Eliminate the achievement gap while accelerating all students to their full academic potential.
- o Provide targeted instructional support in the Science of Reading for instructional staff that serve students below the federal index.
- o Provide high-quality training and support in Reading to teachers and administrators to identify and close the achievement gap among subgroups of students.

- o School Multi-Tiered Systems of Support (MTSS) teams (to include district staff) provide guidance and support to teachers in identifying areas of student academic and behavioral concern, and provide guidance in aligning student specific interventions and monitoring student progress.
- o Provide high quality and sustained professional development for instructional staff based on the master in-service professional learning plan, updated annually to meet the changing needs of teachers and students.
- o Install a systematic method to gauge the impact of professional development.
- o Provide a district-wide data analytics platform that can be used by staff, school-based administrators, and teachers that can be used to support academic growth of students and program return on investment.

2. **Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.**

Leon County Schools' public PreK programs, including VPK, ESE, and other district-supported PreK classrooms utilize a comprehensive, data-informed approach to support the diverse needs of all learners.
Assessment:
All PreK students are initially screened using the Battelle Developmental Inventory Screener III. Students who do not meet benchmark expectations are referred for further evaluation to identify potential developmental delays. Students qualifying for ESE services receive specially designed instruction aligned with their Individualized Education Plan and are assessed using the Child Outcome Summary at the beginning and end of the ESE program to monitor growth. Ongoing progress monitoring is conducted for all students using Teaching Strategies GOLD, administered three times per year. Additionally, VPK students are assessed with the FAST STAR Early Literacy screener at the same intervals.

Standards and Instruction:
The Creative Curriculum is implemented districtwide as the core instructional framework and is fully aligned with the Florida Early Learning and Developmental Standards. Beginning in the 2025–2026 school year, the district will enhance literacy instruction through Kick Start to Literacy, a resource used for differentiated small-group instruction. In the second semester, VPK students will receive explicit phonemic awareness instruction using the UFLI Foundations program.

Support and Continuous Improvement:
Instructional quality is evaluated annually through the CLASS observation tool, conducted in partnership with the Early Learning Coalition. CLASS data is used to determine focused support for PreK teachers from the district PreK Literacy Coach, ensuring targeted professional development aligned with classroom needs. Data from CLASS, FAST, and TSG are analyzed at three checkpoints throughout the year. Teachers complete data reflection sheets after each checkpoint to guide instructional adjustments and ensure responsive teaching practices tailored to student needs. This continuous cycle of assessment, coaching, and instructional refinement supports the success of all learners, including those with exceptional needs.

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

Leon County Schools implements The Creative Curriculum districtwide as the core instructional framework for all public school PreK programs, including VPK, ESE, and other early childhood classrooms. This comprehensive, research-based curriculum is fully aligned with the Florida Early Learning and Developmental Standards and provides a developmentally appropriate foundation across all domains of early learning. Teachers use the curriculum to deliver rich, play-based instruction that integrates literacy, math, science, social studies, and social-emotional development.

Beginning in the 2025–2026 school year, literacy instruction will be further enhanced through the integration of Kick Start to Literacy, a targeted, small-group resource designed to support early language

development, phonological awareness, and vocabulary acquisition. This resource allows for differentiated instruction tailored to the unique needs of each learner, including English Language Learners and students receiving ESE services.

In the second semester, all VPK students will receive explicit phonemic awareness instruction using the UFLI Foundations program. UFLI's structured and systematic approach to early literacy supports the development of foundational skills critical to reading success in kindergarten.

Additionally, the district incorporates Hatch Early Learning instructional technology, which offers interactive learning experiences aligned to the FELDS. Hatch also collects real-time, observational data as children engage with the platform. This data is used by teachers to monitor progress and inform instruction across all developmental domains, particularly language and literacy.

Together, these instructional materials and tools create a robust and responsive early learning environment designed to meet the needs of all PreK students.

3. **Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in Rule 6A-6.053(5), F.A.C.**

Leon County Schools implements a multi-tiered system of supports for VPK students identified with a substantial deficiency in early literacy skills. The Creative Curriculum serves as the district's core instructional framework and is fully aligned with the Florida Early Learning and Developmental Standards.

Beginning in the 2025–2026 school year, foundational literacy instruction will be enhanced through the implementation of Kick Start to Literacy, which provides targeted, differentiated small-group instruction to meet students' individual needs. This resource ensures students who demonstrate deficiencies in phonological awareness, alphabet knowledge, and oral language receive intensified support in alignment with early literacy benchmarks.

In the second semester, VPK students who continue to show substantial deficiencies will participate in small-group intervention using UFLI Foundations, a research-based program that delivers explicit and systematic instruction in phonemic awareness and phonics and is embedded in the science of reading.

Progress monitoring is conducted three times per year using the Florida Assessment of Student Thinking (FAST) STAR Early Literacy assessment. The results guide the instructional focus and help identify students in need of Tier 2 or Tier 3 support. Additional data from Teaching Strategies Gold and ongoing teacher observations further inform individualized instructional planning.

These interventions are designed to accelerate learning, close gaps in foundational literacy skills, and ensure all students enter kindergarten ready to learn.

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must

be administered pursuant to s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.

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

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

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

Grades VPK-5

1. **Grades VPK-5 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Teaching Strategies Gold	☒ VPK ☒ PreK ESE ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Child Outcome Summary	☐ VPK ☒ PreK ESE ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other at the time of enrollment and at the end of ESE program
Savvas myView Lesson Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other – done at completion of each lesson; often extends beyond one week
Renaissance Reading Curriculum Based Measures (CBM)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Comprehension		☐ Annually ☐ As Needed ☐ Other
Renaissance Star Reading/Early Literacy	☒ VPK ☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
UFLI Foundations Intervention Placement Test	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
UFLI Foundations Progress Monitoring Tests	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Woodcock Johnson; Kaufman Test of Educational Achievement	☒ VPK ☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Select Students			
AIMS Web (SAST/C)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

2. **Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)**
Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

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

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

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

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

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

The K-12 Reading staff provides guidance to school level administrators and literacy coaches to identify students in need of Tier 2/Tier 3 interventions based on their scores (lowest achievement level/benchmark as identified by Star Early Literacy, Star Reading or FAST) during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/ teachers) are provided with guidance documents, including CERP Decision Trees, to help identify students who 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.

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

The K-12 Reading staff provides guidance to school level administrators and literacy coaches to identify students in grades 4-5 who demonstrate a need for Tier 2 supplemental intervention and Tier 3 intensive intervention. Identification is informed by data and based on scores (lowest achievement level/benchmark as identified by Star Early Literacy, Star Reading or FAST) during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/ teachers) are provided with guidance documents, including CERP Decision Trees, to help identify students who 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.

3. Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)
Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

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

Screening for potential weaknesses in reading occurs through FAST/Star CAT. Students identified through the screening process will receive additional testing to determine if they have characteristics of dyslexia through Star CBM, which is available for all K-3 students in LCS. CBMs include dyslexia type measures, such as measuring phonemic segmentation, receptive nonsense words, passage oral reading and rapid automatic naming. It is required that all students who meet the criteria for Tier 3 intervention be given Star CBM measures to better inform instruction and monitor response to the intervention.

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

All students receiving Tier 3 reading interventions will be progress monitored through Star CBM biweekly. Students identified through initial screenings are administered appropriate CBMs which include dyslexia type measures, such as measuring phonemic segmentation, receptive nonsense words, passage oral reading and rapid automatic naming. Specific guidance for goal setting to monitor progress within the platform is disseminated and supported through Literacy Coaches and district-wide professional learning opportunities.

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

The effectiveness of Tier 1 curriculum is monitored through review of myView assessment data, UFLI assessment data, and FAST progress monitoring data. Additionally, all K-5 students have licenses in Star and

schools are encouraged to use this for more frequent monitoring of Tier 1 instruction. Regular classroom walkthroughs are conducted by school administrators and literacy coaches. Data chats are held to review formative and cumulative student assessment data. Literacy leaderships teams meet regularly to review data and drive school-based decisions.

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

The effectiveness of Tier 2 is monitored through FAST progress monitoring data, Star Student Growth Percentile (SGP), and assessment data. Bi-weekly data chats will be held to review formative and cumulative student assessment data. Star CBMs may be administered and used as additional monitoring. For grades 2-5, the UFLI Foundations Placement Test may be administered for diagnostic purposes to help ensure interventions are aligned to student need.

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

The effectiveness of Tier 3 is monitored through FAST progress monitoring data, Star CBM, Star SGP, and assessment data. Bi-weekly data chats are held to review formative and cumulative student assessment data. Tier 3 placement requires additional assessments of Star CBM for progress monitoring. For grades 2-5, the UFLI Foundations Placement Test is administered for diagnostic purposes to help ensure interventions are aligned to student need.

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. (Charters Schools participating in LCS CERP have flexibility with instructional resources as long as they are in accordance with s. 1002.33(7)(a), and provide tiered interventions with increasing levels of intensity and duration.)

Tier 1 (Core) Only

Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: **Grades K-2** Prior year FAST ELA Reading PM3: Level 3 or above AND Current FAST ELA Reading PM 1: 25th percentile or above **Grades 3-5** Prior year FAST ELA Reading PM3: Level 3 or above AND Current FAST ELA Reading PM1: 25th percentile and above OR Current Star Reading 25th percentile and above
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Performance criteria may include: 80% of students scoring Level 3 or above on FAST PM 3; 80% of students scoring 50 or above on Star SGP measure; 80% of students scoring At or Above District Benchmark on Star progress monitoring assessments.
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The procedures in place to identify and solve problems to improve effectiveness of Tier 1 instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Utilizing our Leon LEADS

elements of effective instruction and the School Leader's Literacy Walkthrough tool, administrators and literacy leadership teams can provide specific feedback and help to ensure teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and literacy coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, literacy coaches, and district staff.

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
SAVVAS myView	2022
UFLI Foundations (phonics supplement)	2023

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

Data used to determine the addition of Tier 2 may include: FAST PM 2 24th percentile and below; below 70% average on weekly assessments once multiple assessments have been given; below 50 Student Growth Percentile in Star, scoring categories of On Watch or At Risk in Star CBM; 24th percentile or below on Star progress monitoring assessments.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Grades K-5
Prior year FAST ELA Reading PM 3: Level 2
AND
Current FAST ELA Reading PM 1: 11th-24th percentile

Note: Star CBMs and UFLI Foundations Intervention Placement Test (grades 2-5) may be administered for targeted students as guided by school-based MTSS Teams.

Number of times per week interventions are provided: Three times per week

Number of minutes per intervention session: No less than 20 minutes per intervention session

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations Specified Lessons		UFLI Foundations does not meet strong, moderate or promising levels of evidence yet; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades".

		Recommendations: 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong) 2. Teach students to decode words, analyze word parts, and write/recognize words (strong) 3. Build students' decoding skills so they can read multisyllabic words. (strong) 4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate) 5. Provide purposeful fluency building activities (strong) 6. Provide systematic small group instruction on foundational reading skills based upon student data (strong) These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the WWC practice guide recommendations and UFLI Foundations. Additionally, we have an established partnership agreement with UF and FCRR for providing sustained support and feedback on our professional learning opportunities.
Savvas myView Intervention Lessons		Savvas myView does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: , "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers", Recommendations: 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong)

		2. Teach students to decode words, analyze word parts, and write/recognize words (strong) 3. Build students' decoding skills so they can read multisyllabic words. (strong) 4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate) 5. Provide purposeful fluency building activities (strong) 6. Provide systematic small group instruction on foundational reading skills based upon student data (strong) 7. Routinely use a set of comprehension building practices to help students make sense of text (strong) These recommendations were built into the program by using intervention lessons that are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the WWC practice guide recommendations and the myView Intervention lessons. We are leveraging our current partnerships with REL, FCRR, and JRF! to help support this ongoing professional development.
Lexia Core 5 Offline Teacher Led Lessons	Moderate	
Reading Fluency and Comprehension Instructional Practices	Not a specific program identified as meeting strong, moderate or promising levels of evidence.	Reading Fluency and Comprehension Instructional Practices do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the practices: Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (moderate evidence); Providing Reading Interventions for Students in Grades 4–9, Recommendation Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence). These recommendations are implemented through

		explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. The resources that are used to support this work are teacher led FCRR Student Activities, CPALMS Lessons, and New World's Teacher Guides. The district will support and monitor implementation of this instructional practice through professional learning, student data, and needs assessments from Literacy Coach Meetings.

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System (students on Access)		Unique Learning Systems does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (strong evidence). This recommendation was built into the program through lesson design focused on explicit and systematic instruction in order to meet individualized student goals. The district will support and monitor implementation of this instructional practice through professional learning, progress monitoring data, and IEP Goal reviews.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy Teacher-led lessons	Promising	

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
When selecting the materials for Tier 2 reading instruction, LCS uses direct instruction with multisensory components as inclusion criteria. UFLI Foundations incorporates awareness of articulatory gestures, manipulative letters and visual supports. MyView, Lexia, and explicit fluency and comprehension strategies include annotating, manipulatives, and visual supports.

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

Data used to determine the addition of Tier 3 instruction may include: FAST PM 2 10th percentile and below (3rd grade 19th percentile and below); below 60% average on weekly assessments once multiple

assessments have been given; below 35 Student Growth Percentile in Star, scoring categories of Intervention or At Risk in Star CBM; 10th percentile or below on Star progress monitoring assessments.

<div style="background-color:orange; text-align:center;">

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

</div>

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Grades K-2

Retained the previous year due to reading performance data

Or

Prior Year FAST ELA Reading PM 3: Level 1 or 2 AND

- Current FAST ELA Reading PM1: 10th percentile and below or is unable to complete the practice items.

  Or

- The student has demonstrated, through progress monitoring, 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; fluency; and comprehension. Data used may include: below 60% average on weekly assessments once multiple assessments have been given; below 35 Student Growth Percentile in Star, scoring categories Intervention or At Risk in Star CBM; scoring categories Urgent Intervention or Intervention on Star District benchmark monitoring assessments; scoring two grade levels below on Lexia Placement

Grade 3

Retained 3rd is automatic Tier 3 placement with a reading endorsed/certified teacher.

OR

Prior year FAST ELA Reading PM 3: Level 1 or 2 AND

- Current FAST ELA Reading PM 1: 10th percentile and below

  OR

- Current Star Reading: 10th percentile and below

  OR

- Current FAST ELA Reading PM 1: 19th percentile and below **and** the student has demonstrated, through progress monitoring, 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; fluency; and comprehension. Data used may include: below 60% average on weekly assessments once multiple assessments have been given; below 35 Student Growth Percentile in Star, scoring categories Intervention or At Risk in Star CBM; scoring categories Urgent Intervention or Intervention on Star District benchmark monitoring assessments.

Grades 4 -5

Promoted for Good Cause to 4th grade the previous year

Or

Prior year FAST ELA Reading PM 3: Level 1 or 2 AND

- Current FAST ELA Reading PM1: 10th percentile and below

  OR

- Current Star Reading 10th percentile and below

  OR

- The student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency. Data used may include: below 60% average on weekly assessments once multiple assessments have been given; below 35 Student

Growth Percentile in Star, scoring categories Intervention or At Risk in Star CBM; scoring categories Urgent Intervention or Intervention on Star District benchmark monitoring assessments

Note: Tier 3 placement requires additional assessments of Star CBM for progress monitoring (K-5) and UFLI Foundations Intervention Placement Test (2-5)for diagnostic purposes.

Number of times per week interventions are provided: Five times per week

Number of minutes per intervention session: No less than 30 minutes

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations Specified Lessons		Refer to K-5 Tier 2, page 18 for verbiage
Savvas myView Intervention Lessons		Refer to K-5 Tier 2, page 19 for verbiage
Lexia Core 5 Offline Teacher Led Lessons	Moderate	
Reading Fluency and Comprehension Instructional Practices	Not a specific program identified as meeting strong, moderate or promising levels of evidence.	Refer to K-5 Tier 2, page 20 for verbiage

Researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. LCS strives for instructional cohesiveness within MTSS. District-supported Tier 3 instruction emphasizes more time, practice, opportunities to respond, and specific feedback in an even smaller setting instead of different instructional materials. Teachers who are reading endorsed, reading certified or possess a literacy micro-credential utilize the resources listed for Tier 1 and Tier 2 depending upon students' needs and adjust based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System (students on Access)		Refer to K-5 Tier 2, page 21 for verbiage

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
	Promising	

Imagine Language and Literacy Teacher-led lessons		

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

When selecting the materials for Tier 3 reading instruction, LCS uses direct instruction with multisensory components as inclusion criteria. All students who have a substantial reading deficiency will receive Tier 3 reading interventions. UFLI incorporates awareness of articulatory gestures, manipulative letters and visual supports. MyView, Lexia and explicit fluency and comprehension strategies include annotating, manipulatives, and visual supports.

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

The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction and the School Leaders Literacy Walkthrough Tool, administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff. Tier 3 placement requires additional assessments of Star CBM for progress monitoring. For grades 2-5, the UFLI Foundations Placement Test is administered for diagnostic purposes to help ensure interventions are aligned to student need.

7. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule:
LCS hosts 3rd grade summer reading camps during the month of June, 8:00 a.m. to 1:00 p.m.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):
The evidence- based instructional materials used for Summer Reading Camp are Lexia Core5 teacher led offline instructional materials, FCRR Student Centered Activities aligned to instructional need, UFLI Foundations Explicit Phonics Program, and supplemented with B.E.S.T. standards-aligned lessons using Scholastic LitCamp summer reading materials. Lexia Core5 is supported by moderate ESSA evidence. The instructional strategies and routines in FCRR Student Centered Activities, UFLI Foundations, and the BEST-

aligned lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade" and "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades". Please see elementary decision trees for further descriptions. These instructional materials include an explicit, systematic, and multi- sensory approach to reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension.

Alternative Assessment Used:
Renaissance Star Reading

Additional Information (optional):
The K-12 Reading staff check personnel records to ensure summer reading camp teachers meet the state mandated requirements. Professional learning is provided to teachers and paraprofessionals in the evidence-based materials being utilized. The K-12 Reading staff and summer reading camp literacy coaches monitor fidelity of identified programs and instruction.

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

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

Grades 6-8

8. **Grades 6-8 Assessments**

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Language Live Benchmark Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics	☒ Screening ☒ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Select Students	☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Summative	☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
StudySync Unit/Benchmark Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
TOWRE-2	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Woodcock Johnson; Kaufman Test of Educational Achievement	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Star Reading (TSMS; SACT,C)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The K-12 Reading staff provides guidance to school level administrators and literacy coaches to identify students in grades 6-8 who demonstrate a need for Tier 2 supplemental intervention and Tier 3 intensive intervention. Identification is informed by data and based on scores as identified by FAST during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/ teachers) are provided with guidance documents, including CERP Decision Trees, to help identify students who 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.

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

The effectiveness of Tier 1 curriculum is being monitored through review of StudySync unit assessment data, FAST progress monitoring data, and StudySync benchmark assessment data.

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

The effectiveness of Tier 2 is monitored through FAST progress monitoring data, formative and summative assessment data, and benchmark data. Monthly data chats will be held to review formative and cumulative student assessment data. The TOWRE2 may be administered for diagnostic purposes to help ensure interventions are aligned to student need.

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

The effectiveness of Tier 3 is monitored through FAST progress monitoring data, formative and summative assessment data, and Language! Live benchmark data. Monthly data chats will be held to review formative and cumulative student assessment data. The TOWRE2 may be administered for diagnostic purposes to help ensure interventions are aligned to student need.

Grades 6-8 Decision Tree
(Charters Schools participating in LCS CERP have flexibility with instructional resources as long as they are in accordance with s. 1002.33(7)(a), and provide tiered interventions with increasing levels of intensity and duration.)
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Prior year FAST ELA Reading PM 3: Level 3 or above AND Current FAST ELA Reading PM 1: 25th percentile or above
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Performance criteria may include: 80% of students scoring Level 3 or above on FAST PM 3; 80% of students showing mastery of grade level benchmarks according to StudySync assessments.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The procedures in place to identify and solve problems to improve the effectiveness of Tier 1 instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction, REL's Guide and Checklists for School Leader's Walkthrough During

Literacy Instruction, and the Florida Department of Education Practice Profile administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and literacy coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, literacy coaches, and district staff.

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
McGraw Hill/StudySync	2022

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

Data used to determine the addition of Tier 2 may include: FAST 24th percentile or below; consistent performance below 70% on StudySync lesson assessments; Oral Reading Fluency rate below 133 words correct per minute.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Prior year FAST ELA Reading PM 3: Level 2
AND
Current FAST PM 1: 11th-24th percentile

Note:TOWRE2 may be administered for targeted students as guided by school-based MTSS Teams

Number of times per week interventions are provided: No less than two times a week

Number of minutes per intervention session: No less than twenty minutes per intervention session

Course(s) where interventions take place:
M/J Language Arts 1, M/J Language Arts 2, M/J Language Arts 3

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Study Sync Spotlight Intervention Lessons		McGraw Hill/StudySync does not meet strong, moderate, or promising levels of evidence as defined by ESSA. However, the following What Works Clearinghouse Practice Guide Recommendations support the program: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9",

		and "Teaching Secondary Students to Write Effectively".
		Recommendations: 1. Provide explicit vocabulary instruction (strong) 2. Provide direct and explicit comprehension strategy instruction (strong) 3. Provide opportunities for extended discussion of text meaning and interpretation (moderate) 4. Explicitly teach appropriate writing strategies (strong) 5. Integrate writing and reading to emphasize key writing features (moderate) 6. Build student decoding skills so they can read multisyllabic words (strong) 7. Provide purposeful fluency building activities (strong) 8. Routinely use a set of comprehension building practices to help students make sense of text (strong) These recommendations were built into the program by using intervention lessons that are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the Study Sync Intervention lessons. We are leveraging our current partnerships with FCRR, and JRF! to help support this ongoing professional development.
Reading Fluency and Comprehension Instructional Practices	Not a specific program identified as meeting strong, moderate or promising levels of evidence.	Reading fluency and comprehension instructional practices do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, and Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations: Provide explicit vocabulary instruction (strong), Provide direct and explicit comprehension instruction (strong), Increase student motivation and engagement in literacy learning (moderate), Provide purposeful fluency-building activities to help students read effortlessly (strong), Routinely use a set of

| | | comprehension-building practices to help students make sense of text (strong)

These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. The resource that is used to support this work is the Leon Literacy Instructional Toolkit, which includes fluency probes, Teacher-Led FCRR Student Activities, and StudySync's Phonics and Structural Analysis Assessment and Activities. The district will support and monitor implementation of this instructional practice through professional learning, embedded survey data/results and needs assessments from Literacy Coach Meetings. |
|---|---|---|

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System (students on Access)		Unique Learning Systems does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (strong evidence). This recommendation was built into the program through lesson design focused on explicit and systematic instruction in order to meet individualized student goals. The district will support and monitor implementation of this instructional practice through professional learning, progress monitoring data, and IEP Goal reviews.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy Teacher-led lessons	Promising	

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

Data used to determine the addition of Tier 3 instruction may include: FAST 10th percentile or below; consistent performance below 50% on StudySync lesson assessments; TOWRE2 Sight Word Efficiency and Phonemic Decoding Efficiency two years below current grade level; Oral Reading Fluency rate below 133 words correct per minute.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Prior year FAST ELA Reading PM 3: **Level 1**
 AND
Current FAST PM 1: 10th percentile and below

Note: TOWRE2 may be administered for targeted students as guided by school-based MTSS Teams.
     TOWRE2 must be administered to students not responding to Tier 3 intervention.

Number of times per week interventions are provided: No less than two times a week

Number of minutes per intervention session: No less than 30 minutes per intervention session

Course(s) where interventions take place:
M/J Intensive Reading 1, M/J Intensive Reading 2, M/J Intensive Reading 3, Learning Strategies 6-8

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Language! Live		Language! Live does not meet strong, moderate, or promising levels of evidence as defined by ESSA. However, the following What Works Clearinghouse Practice Guide Recommendations support the program: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write Effectively". Recommendations: 1. Provide explicit vocabulary instruction (strong) 2. Provide direct and explicit comprehension strategy instruction (strong) 3. Provide opportunities for extended discussion of text meaning and interpretation (moderate) 4. Explicitly teach appropriate writing strategies (strong) 5. Integrate writing and reading to emphasize key writing features (moderate)

		6. Build student decoding skills so they can read multisyllabic words (strong) 7. Provide purposeful fluency building activities (strong) 8. Routinely use a set of comprehension building practices to help students make sense of text (strong) These recommendations were built into the program by using intervention lessons that contain teacher led, explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and reading teachers on the connection between the IES practice guide recommendations and Language! Live. The implementation is monitored through site visits and data reviews.
Strategic Instruction Model (SIM)	Strong	
Reading Fluency and Comprehension Instructional Practices	Not a specific program identified as meeting strong, moderate or promising levels of evidence.	Refer to 6-8 Tier 2, page 29 for verbiage

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System (students on Access)		Refer to 6-8 Tier 2, page 30 for verbiage

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy Teacher-led lessons	Promising	

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

The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction, REL's Guide and Checklists for School Leader's Walkthrough During Literacy Instruction, and the Florida Department of Education Practice Profile administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing

feedback and support are provided by administrators and literacy coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, literacy coaches, and district staff. The TOWRE2 will also be used as a means to measure reading efficiency and monitor student progress to help determine the effectiveness of Tier 3 reading intervention.

13. **Grades 9-12 Assessments**

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Woodcock Johnson; Kaufman Test of Educational Achievement (Targeted students)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
StudySync Unit/Benchmark Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
TOWRE-2 (Targeted students)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
		☐ Comprehension		☒ As Needed ☐ Other

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

The K-12 Reading staff provides guidance to school level administrators and literacy coaches to identify students in grades 9-12 who demonstrate a need for Tier 2 supplemental intervention and Tier 3 intensive intervention. Identification is informed by data and based on scores as identified by FAST and concordant measures during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/ teachers) are provided with guidance documents, including CERP Decision Trees, to help identify students who 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.

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

The effectiveness of Tier 1 curriculum is being monitored through review of StudySync unit assessment data, progress monitoring data, and StudySync benchmark assessment data.

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

Student progress will be monitored through progress monitoring data, assessment data, and benchmark data. Monthly data chats will be held to review formative and cumulative student assessment data. The TOWRE2 may be administered for diagnostic purposes to help ensure interventions are aligned to student need.

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

Student progress will be monitored through progress monitoring data, assessment data, and benchmark data. Monthly data chats will be held to review formative and cumulative student assessment data. The TOWRE2 may be administered for diagnostic purposes to help ensure interventions are aligned to student need.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Prior year FAST ELA Reading PM 3: Level 3 or above AND Current FAST PM 1: 25th percentile or above
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

Performance criteria may include: 80% of students scoring Level 3 or above on FAST PM 3; 80% of students showing mastery of grade level benchmarks according to StudySync assessments.

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

The procedures in place to identify and solve problems to improve effectiveness of Tier 1 curriculum are weekly walkthroughs conducted by the school administrators and reading coaches. Utilizing our Leon LEADS Platform, REL's Guide and Checklists for School Leader's Walkthrough During Literacy Instruction, and the Florida Department of Education Practice Profile, administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices support an effective Tier 1 curriculum. Literacy coaches attend a quarterly meeting, where effective reading instructional practices are shared and reviewed, as well as exploration of the Science of Reading to further support effective Tier 1 curriculum at our school sites. Additionally, with the introduction of the B.E.S.T. Standards, we have developed a Toolkit with research and evidence-based guidance and routines to improve the effectiveness of our Tier 1 curriculum.

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
McGraw Hill/StudySync	2022

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

Data used to determine the addition of Tier 2 may include: FAST 24th percentile or below; consistent performance below 70% on StudySync lesson assessments; Oral Reading Fluency rate below 133 words correct per minute.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Grades 9 & 10:
Prior year FAST ELA Reading PM 3: Level 2
AND
Current FAST PM 1: 11th-24th percentile

Grades 11 & 12:
FAST ELA Reading Level 2
AND
Student has not yet received a concordant score on SAT or ACT

Note: TOWRE2 may be administered for targeted students as guided by school-based MTSS Teams

Number of times per week interventions are provided: No less than two times per week

Number of minutes per intervention session: No less than 20 minutes per intervention session

Course(s) where interventions take place:
English 1, English 2, English 3, English 4, English 1 Through ESOL, English 2 Through ESOL, English 3 Through ESOL, English 4 Through ESOL

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
McGraw Hill/Study Sync: Study Sync Spotlight Intervention Lessons		McGraw Hill/StudySync does not meet strong, moderate, or promising levels of evidence as defined by ESSA. However, the following What Works Clearinghouse Practice Guide Recommendations support the program: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write Effectively". Recommendations: 1. Provide explicit vocabulary instruction (strong) 2. Provide direct and explicit comprehension strategy instruction (strong) 3. Provide opportunities for extended discussion of text meaning and interpretation (moderate) 4. Explicitly teach appropriate writing strategies (strong) 5. Integrate writing and reading to emphasize key writing features (moderate) 6. Build student decoding skills so they can read multisyllabic words (strong) 7. Provide purposeful fluency building activities (strong) 8. Routinely use a set of comprehension building practices to help students make sense of text (strong) These recommendations were built into the program by using intervention lessons that are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the Study Sync Intervention lessons. We are leveraging our current partnerships with FCRR and JRF! to help support this ongoing professional development.
Reading Comprehension Instructional Practices	Not a specific program identified as meeting strong, moderate or	Reading fluency and comprehension instructional practices do not meet strong,

	promising levels of evidence.	moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, and Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations: Provide explicit vocabulary instruction (strong), Provide direct and explicit comprehension instruction (strong), and Routinely use a set of comprehension-building practices to help students make sense of text (strong) These recommendations are implemented through explicit and systematic instruction focused on comprehension aligned to the science of reading. The resources used to support this work are the ACT/SAT Preparation and Practice materials provided through McGraw-Hill's StudySync. The district will support and monitor implementation of this instructional practice through professional learning, and needs assessments from Secondary Literacy Coach and ELA Department Head Meetings.
Reading Fluency and Comprehension Instructional Practices	Not a specific program identified as meeting strong, moderate or promising levels of evidence.	Reading fluency and comprehension instructional practices does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, and Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations: Provide explicit vocabulary instruction (strong), Provide direct and explicit comprehension instruction (strong), Increase student motivation and engagement in literacy learning (moderate), Provide purposeful fluency-building activities to help students read effortlessly (strong), Routinely use a set of comprehension-building practices to help students make sense of text (strong)

| | | These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. The resource that is used to support this work is the Leon Literacy Instructional Toolkit, which includes fluency probes, Teacher-Led FCRR Student Center Activities, and StudySync's Phonics and Structural Analysis Assessment and Activities. The district will support and monitor implementation of this instructional practice through professional learning, embedded survey data/results and needs assessments from Literacy Coach Meetings. |

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System (students on Access)		Unique Learning Systems does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (strong evidence). This recommendation was built into the program through lesson design focused on explicit and systematic instruction in order to meet individualized student goals. The district will support and monitor implementation of this instructional practice through professional learning, progress monitoring data, and IEP Goal reviews.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum Exact Path	Moderate	

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

Data used to determine the addition of Tier 3 instruction may include: FAST 10th percentile or below; consistent performance below 50% on StudySync lesson assessments; TOWRE2 Sight Word Efficiency and

Phonemic Decoding Efficiency two years below current grade level; Oral Reading Fluency rate below 133 words correct per minute.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Grades 9 & 10:
Prior year FAST ELA Reading PM 3: Level 1
AND
Current FAST PM 1: 10th percentile and below

Grades 11 & 12:
FAST ELA Reading Level 1 AND
Student has not yet received a concordant score on SAT or ACT

Note: TOWRE2 may be administered for targeted students as guided by school-based MTSS Teams.
        TOWRE2 must be administered to students not responding to Tier 3 intervention.

Number of times per week interventions are provided: No less than two times per week

Number of minutes per intervention session: No less than 20 minutes per intervention session

Course(s) where interventions take place:
Intensive Reading 1, Intensive Reading 2, Intensive Reading 3, Intensive Reading 4, Learning Strategies 9-12

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher-Led Lessons	Promising	
Strategic Instruction Model (SIM)	Strong	
Reading Fluency and Comprehension Instructional Practices		Refer to 9-12 Tier 2, page 37 for verbiage

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System (students on Access)		Refer to 9-12 Tier 2, page 38 for verbiage

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Edmentum Exact Path Teacher-Led Lessons	Moderate	

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

The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction, REL's Guide and Checklists for School Leader's Walkthrough During Literacy Instruction, and the Florida Department of Education Practice Profile administrators and literacy leadership teams can provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and literacy coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, literacy coaches, and district staff. The TOWRE2 will also be used as a means to measure reading efficiency and monitor student progress to help determine the effectiveness of Tier 3 reading intervention.

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

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

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

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

Name of Professional Learning	Target Audience	Description
Kick Start to Literacy	PK Teachers and Para Professionals	Targeted, small-group resource; supports early language development, phonological awareness, and vocabulary acquisition
UFLI Foundations	VPK-2 (3–5-tiered support)	Science of Reading & explicit instruction supporting phonological awareness, phonics, fluency
Reading Endorsement Competencies	All	Approved Reading Endorsement Add on Program
Canvas courses	All	Series of courses covering B.E.S.T. ELA, Florida's Formula for Success, Practice Profiles, Science of Reading including Simple

		View of Reading/Reading Rope, IES Practice Guides; Core ELA curricular tools
Content Area Literacy Strategies	4-12	Evidence-based content-area literacy strategies designed to improve literacy outcomes for students and increase students' ability to comprehend texts in content-area courses
Literacy Coach PL	K-12	Elementary (monthly); Secondary (quarterly); coaching cycles, supporting planning of benchmark understanding, alignment of instruction with grade level tasks
Literacy Leadership Teams	K-8	Developing High Quality LLTs; Deeper dive into specific IES practice guides
Writing	2-10	Understanding Florida's writing rubric; writing in response to reading (Tier I)

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

Leon County Schools supports instructional personnel and certified PreK teachers in earning credentials and endorsements in evidence-based reading instruction through multiple aligned pathways:

- Emergent Literacy Coursework: All VPK teachers are required to complete the state-approved Emergent Literacy for VPK Instructors course, which builds foundational knowledge in early reading skills aligned to the Science of Reading.
- Emergent, Elementary, and Secondary Literacy Micro-Credentials: Teachers are strongly encouraged to pursue the Literacy Micro-Credentials offered through the UF Lastinger Center. This opportunity provides recognition for demonstrated mastery in evidence-based literacy strategies and contributes toward continuing education and professional advancement.
- Leon County Schools Reading Endorsement Add on Program: LCS offers all five competencies each year in a flexible format allowing certified personnel the opportunity to earn a state approved Reading Endorsement.
- In partnership with the Florida Center for Reading Research, Leon County Schools launched Project BELK (Building Emergent Literacy Knowledge) as a key component of its literacy professional development strategy. Project BELK is a professional learning community designed to deepen prekindergarten teacher knowledge and instructional practices grounded in the Science of Reading. The PLC focuses on integrating evidence-based reading instruction into existing curricula and aligns to the Florida Early Learning and Developmental Standards.

  Participants in Project BELK engage in four half-day trainings throughout the school year, during which substitute coverage is provided. In addition to face-to-face learning, teachers receive coaching support and allow FCRR staff to observe and video record their Reading/Language Arts instruction to support fidelity and reflection. Teachers earn up to 20 in-service points in Evidence-Based Reading Instruction and Intervention upon successful participation. They also receive free printed professional development materials and Book Nook Bundles to enrich their classroom libraries and enhance literacy environments.

  Cohort 1 of Project BELK began in the 2024-2025 school year and included an initial group of VPK and PreK teachers from across the district. Based on positive feedback and the impact of the program, Cohort 1 will continue into 2025-2026 with ongoing support and extension activities. Additionally, a new Cohort 2 will be initiated in 2025-2026 to provide the same high-quality

professional learning opportunities to teachers who were not part of the initial cohort, expanding the reach and sustainability of this literacy initiative districtwide.

- On-Site Coaching and Model Classrooms: LCS employs a PK Literacy Coach and Literacy Coaches at each elementary school who provide differentiated support and mentoring to new and veteran teachers. This embedded professional development strengthens implementation of scientifically researched reading practices and helps prepare teachers pursuing additional credentials.

Incentives and Supports: The district maintains an approved professional development plan that includes pathways for teachers to earn reading endorsements, required professional learning in evidence-based reading strategies, and partnerships with FCRR and FDLRS in order to expand the learning opportunities for staff. Support includes release time, substitute coverage, and alignment with in-service requirements.

Differentiated Professional Learning
Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.
Leon County Schools employs a layered and data-driven approach to differentiate and intensify professional learning for PreK instructional staff. The district uses multiple sources of progress monitoring data: including CLASS, Teaching Strategies Gold, and FAST STAR Early Literacy to identify strengths and areas of growth at the teacher, classroom, and school levels.
One key tool for differentiation is the CLASS observation system, which provides insight into instructional quality across domains such as emotional support, classroom organization, and instructional support. District staff analyze CLASS data to determine which teachers are invited to participate in focused Classroom Walkthroughs, offering them opportunities to observe peers demonstrating high-quality, evidence-based practices aligned with the Florida Early Learning Standards and the Science of Reading.
To build capacity and ensure consistent support, LCS provides Coaching with Fidelity Training to principals and school based instructional coaches. This training equips site leaders with the tools to implement high-impact coaching strategies, respond to individual teacher needs, and promote sustained professional growth through aligned feedback and instructional modeling.

Additionally, the district's PK Literacy Coach provides direct, embedded coaching to teachers based on classroom data. Support includes modeling lessons, co-teaching, and planning differentiated small-group instruction using resources such as Kick Start to Literacy and UFLI Foundations.
Teachers participating in initiatives like Project BELK also receive intensified support, including observations and targeted coaching aligned to both pre- and post-survey results and classroom practice reviews.
This comprehensive system ensures that professional learning is both responsive and individualized, supporting high-quality instruction that meets the needs of all learners.

Schools use progress monitoring data, with support from the district, to guide data meetings where instructional leaders identify grade levels, teams, or individual teachers in need of additional support. These discussions help pinpoint specific areas of literacy instruction—such as phonemic awareness, fluency, or comprehension—where targeted professional learning is needed. Based on these findings, professional development is differentiated through coaching cycles, workshops, modeling, or one-on-one support, or collaborative lesson planning. The intensity and frequency of support are adjusted according to teacher needs, ensuring that professional learning directly addresses instructional gaps and promotes improved student outcomes.

Mentor Teachers
Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.
Leon County Schools has developed a structured and supportive system to build instructional capacity through mentorship, targeted coaching, and model classrooms. Mentor teachers are identified based on their strong instructional practices, leadership qualities, and record of positively impacting student learning. Ideally, they are professionally certified with a reading endorsement and effective/highly effective

evaluation ratings. School leaders consider classroom observations, student achievement data, and peer or administrative recommendations when selecting mentors.

Mentorship for PreK teachers is led by the PK Literacy Coach, who provides individualized, job-embedded support for both beginning Pk teachers and those who are new to the district. This includes modeling lessons, co-teaching, providing feedback cycles, and guiding implementation of evidence-based practices such as UFLI Foundations and Kick Start to Literacy. Support is tailored based on CLASS, FAST, and Teaching Strategies Gold data.

In addition to mentoring and individualized coaching, regular meetings are held specifically for beginning and new teachers throughout the year. These sessions are intentionally designed around organic and timely topics that reflect real-time instructional needs and seasonal priorities, such as classroom routines, implementing small-group instruction, progress monitoring, and preparing for assessments. These meetings foster a collaborative learning community and provide a safe space for new teachers to ask questions, share successes, and troubleshoot challenges.

Model classrooms are designated based on strong CLASS and state assessment scores, demonstrated effectiveness in literacy instruction aligned to state standards, and a commitment to continuous improvement. Teachers leading these classrooms often participate in, or facilitate, advanced professional learning such as Project BELK, Literacy Micro-Credentials, Reading Endorsement courses, and literacy PLCs. These classrooms are used for structured Classroom Walkthroughs allowing peers to observe effective instructional strategies in real-time. Teachers are invited to visit model classrooms to see effective strategies in action, reflect on their own practice, and engage in follow-up discussions or debriefs to support instructional growth

This multi-tiered approach ensures that new and developing teachers are supported through consistent mentorship, peer modeling, and responsive professional learning that evolves with their needs throughout the year.

Professional Learning Time
Describe how time is provided for teachers to meet weekly for professional learning.
District Leadership communicates the requirements to identify professional development needs and set aside time for teachers to meet weekly through administrator and professional learning advocate meetings, site visits, information dissemination via email, and through the Office of Professional Learning. This support is monitored through sign-in sheets, participation by administrators, and professional development agendas. The district's Office of School Improvement monitors professional learning time and activities for select schools as needed. Support is provided in master scheduling to include common planning times for collaborative planning and professional learning opportunities.

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

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

Name of Tutoring Program	Target Audience	Description
21st Century Community Learning Centers	Grades 2-8	Targeted tutoring services during non-school hours
Unified School Improvement Grant funded tutoring	Schools identified for targeted or comprehensive	Targeted tutoring services during non-school hours

	support and improvement	

7) Family Engagement (Rule 6A-6.053(9)(b)3.o., F.A.C.)

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

The Leon County School District notifies legal guardians in writing when a student exhibits a substantial deficiency in reading. The informational letter is provided electronically through the FOCUS Student Information System parent portal and provided hard copy as appropriate.

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

Leon County Schools actively collaborates with trusted literacy partners to expand support for families and promote reading beyond the classroom. These partnerships offer meaningful, accessible opportunities for families to engage in literacy-rich experiences at home and within the community.
New Worlds Reading Initiative
LCS works closely with the New Worlds Reading Initiative. Families enrolled in the program receive a free book and paired literacy activities each month. Schools help families enroll in the program during parent conferences, literacy nights, direct contact through parent liaisons, and during book fair or other curriculum activity times. The district and schools collaborate with the NWRI regional family engagement specialist to increase awareness and participation in the program.
Educators regularly share enrollment information during family engagement events, through teacher communications, and via partnerships with programs such as Books & Cooks.
Books & Cooks Program
In partnership with UF/IFAS Extension and New Worlds Reading, LCS offers the Books & Cooks program, a 7-week literacy and nutrition course designed to support families with a focus on emergent literacy. Weekly sessions include free dinner, childcare, a book, and a family-friendly meal kit. Families learn practical ways to support reading at home while participating in fun, hands-on literacy and cooking activities. Enrollment into the New Worlds Reading program is integrated into the Books & Cooks experience, maximizing access to ongoing literacy materials.
WFSU Family Engagement Events
LCS also collaborates with WFSU Public Media to host Family Learning Nights. These events provide parents and children with PBS Kids learning resources, interactive literacy stations, and access to local reading initiatives. Events are designed to be engaging, developmentally appropriate, and culturally inclusive, and they often include free meals to increase participation.
Partnerships with WFSU-PBS Kids, FCRR-Read Up, and Just Read, Florida!
Through our Read Up partnership with FCRR, schools receive a reading parent resource kiosk. The materials include multisensory activities which bolster all components of foundational reading. The district also partners with local organizations to provide literacy materials for families (e.g., WFSU-PBS Kids Summer Challenge Backpacks for every Kindergarten student).
The JRF! Read at Home Plan Resources are available on our district and schools' websites. Paper copies are distributed at the school level as requested. The district's literacy and early childhood webpages include vetted resources from these partners, and others, for caregivers to help support literacy skill development at all ages.

These partnerships, resources, and events are intentionally designed to reduce barriers, create joyful reading experiences, and build family confidence in supporting early literacy development at home.

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

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

Initials	Assurance
[initialed]	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.
[initialed]	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
[initialed]	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
[initialed]	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
[initialed]	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
[initialed]	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.
[initialed]	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
[initialed]	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
[initialed]	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):

Shane A. Syfrett

Signature: *[signed Shane A. Syfrett]*

Date: 9 - 9 - 2025

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

9) Highly Effective Teachers

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

LCS recognizes the need to retain highly effective teachers in grades K-2 as these years are crucial for building strong foundational literacy skills which impact future academic success. The importance and best practices of prioritizing the assignment of highly effective teachers in grades K-2 will be communicated through district leadership meetings, school administrator meetings, in writing via email, and through the PK-12 Reading Plan. The offices of Recruitment and Retention, School Management, and School Improvement will help schools identify and place highly effective teachers in the primary grades. Ensuring all students have access to high-quality foundational reading instruction will help close achievement gaps and increase the percentage of LCS students reading on grade level by the end of third grade.