

**Lake Wales Charter Comprehensive Evidence-Based Reading Plan**



**2024 - 2025**

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. To assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative the district school board developed. The CERP must be approved by the governing board or authority before submission to the Department by August 1 for approval. The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum, and instruction in improving 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 in all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

**1) Contact Information**

The Main District Reading Contact will be the Department’s contact for the District CERP and is responsible for the plan and its implementation. Other contacts work primarily with an area covered within the plan. Indicate the contacts for your district.

<b>Point of Contact</b>	<b>Name</b>	<b>Email</b>	<b>Phone</b>
Main Reading Contact	Kim Griffiths	<a href="mailto:kim.griffiths@lwcharterschools.com">kim.griffiths@lwcharterschools.com</a>	863-679-6560
Data Element	Kim Griffiths	<a href="mailto:kim.griffiths@lwcharterschools.com">kim.griffiths@lwcharterschools.com</a>	863-679-6560
Third Grade Promotion	Kim Griffiths	<a href="mailto:kim.griffiths@lwcharterschools.com">kim.griffiths@lwcharterschools.com</a>	863-679-6560
Multi-Tiered System of Supports	Jennifer Barrow Felicia Camilo	<a href="mailto:jennifer.barrow@lwcharterschools.com">jennifer.barrow@lwcharterschools.com</a> <a href="mailto:felicia.camilo@lwcharterschools.com">felicia.camilo@lwcharterschools.com</a>	863-679-6560
Other (Enter Responsibility) ESOL	Julio Acevedo	<a href="mailto:julio.acevedo@lwcharterschools.com">julio.acevedo@lwcharterschools.com</a>	863-679-6560

**2) District Expenditures**

**Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#))**

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

<b>Comprehensive System of Reading Instruction Expenditures</b>	<b>Amount</b>	<b>FTE (where applicable)</b>
Anticipated Amount of District Base Funding for CERP		
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share by <a href="#">Section (s.) 1002.33(7)(a)2.a.</a>, <a href="#">s. 1003.4201</a> and <a href="#">s. 1008.25(3)(a)</a>, Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher with a literacy micro-credential or certified or endorsed in reading.</i>	<b>\$249,803</b>	
<b>Elementary Expenses</b>		
Literacy coaches	<b>\$408,000.00</b>	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	<b>\$131,573.09</b>	
Summer reading camps	<b>\$26,000.00</b>	
<b>Secondary Expenses</b>		
Literacy coaches		
Intervention teachers	<b>\$236,000.00</b>	
Scientifically researched and evidence-based supplemental instructional materials	<b>\$62,348.00</b>	
<b>K-12/PreK Expenses</b>		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
<b>Other – Please Describe</b>		
<b>Sum of Expenditures</b>	<b>\$863,921.09</b>	

**A. Measurable Student Achievement Goals ([Rule 6A-6.053\(8\)\(b\)3.d., F.A.C.](#))**

For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year to meet statewide literacy achievement goals.

<b>STAR</b>				
<b>Grade</b>	<b>Previous School Year – % of Students Scoring</b>		<b>The goal for Plan Year – % of Students Scoring</b>	
	<b>Urgent Intervention</b> <10 <sup>th</sup> percentile	<b>At &amp; Above Benchmark</b> 40 <sup>th</sup> percentile & above	<b>Urgent Intervention</b> <10 <sup>th</sup> percentile	<b>At &amp; Above Benchmark</b> 40 <sup>th</sup> percentile & above
<b>VPK</b>	N/A	N/A	N/A	N/A
<b>K</b>	13%	56%	10%	59%
<b>1</b>	16%	41%	13%	44%
<b>2</b>	20%	54%	17%	57%

<b>FAST</b>				
<b>Grade</b>	<b>Previous School Year – % of Students Scoring</b>		<b>The goal for Plan Year -% of Students Scoring</b>	
	<b>Level 1</b>	<b>Levels 3-5</b>	<b>Level 1</b>	<b>Levels 3-5</b>
<b>3</b>	20%	42%	17%	45%
<b>4</b>	24%	45%	20%	48%
<b>5</b>	25%	43%	20%	46%
<b>6</b>	22%	51%	18%	54%
<b>7</b>	19%	51%	15%	54%
<b>8</b>	15%	56%	13%	59%
<b>9</b>	17%	56%	15%	59%
<b>10</b>	18%	53%	15%	56%

**B. Plan Implementation and Monitoring ([Rule 6A-6.053\(9\), F.A.C.](#))**

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

**1. Provide an explanation of the following:**

<b>Grades K-5</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and the frequency of review	The professional development coordinator will monitor state and local assessment data such as: FAST, supplemental software, and school-based assessments. This data will be analyzed at the district level on an ongoing basis.	The principals will monitor state and local assessment data such as: FAST, supplemental software, and school-based assessments. This data is analyzed after each assessment period at the school level by grade, teacher, and student on an ongoing basis.

<p>Actions for continuous support and improvement</p>	<p>The following actions are implemented for continuous support and improvement:</p> <p>Data Analysis and walk-throughs of campuses will determine professional developments for teachers and reading contacts.</p> <p>Th professional development coordinator will collaborate with the State Regional Literacy Directors for effective professional developments for coaches and teachers.</p> <p>The Lake Wales ESOL and ESE Directors will collaborate with schools to plan effective professional developments for staff and to ensure all stakeholder needs are being addressed with best research-based strategies and resources.</p>	<p>The following actions are implemented for continuous support and improvement:</p> <p>Administration to conduct walkthroughs to determine trends for professional developments and Professional Learning Communities (PLC's), revise School Improvement Plan as needed, provide support for literacy coaches, and provide a robust extended learning service for students.</p> <p>All campuses will utilize the School Literacy Leadership Teams (LLT) to ensure the effectiveness of core instruction, the quality and effectiveness of interventions provided on campus, and identify strategies, actions, and resources that will support in increasing the literacy outcomes for students.</p> <p>Schools identified as RAISE, administration will collaborate with the State Regional Literacy Directors (SRLDs) to provide on-site school support.</p>
<p><b>Grades 6-8</b></p>	<p><b>District Level</b></p>	<p><b>School Level</b></p>
<p>Data that will be collected and the frequency of review</p>	<p>The professional development coordinator will monitor state and local assessment data such as: FAST, supplemental software, and school-based assessments. This data will be analyzed at the district level on an ongoing basis.</p>	<p>The principals will monitor state and local assessment data such as: FAST, supplemental software, and school-based assessments. This data is analyzed after each assessment period at the school level by grade, teacher, and student on an ongoing basis.</p>

<p>Actions for continuous support and improvement</p>	<p>The following actions are implemented for continuous support and improvement:</p> <p>Data Analysis and walk-throughs of campuses will determine professional developments for teachers and reading contacts.</p> <p>The professional development coordinator will collaborate with the State Regional Literacy Directors for effective professional developments for coaches and teachers.</p> <p>The Lake Wales ESOL and ESE Directors will collaborate with schools to plan effective professional developments for staff and to ensure all stakeholder needs are being addressed with best research-based strategies and resources.</p>	<p>The following actions are implemented for continuous support and improvement:</p> <p>Administration to conduct walkthroughs to determine trends for professional developments and Professional Learning Communities (PLC's), revise School Improvement Plan as needed, provide support for literacy coaches, and provide a robust extended learning service for students.</p> <p>All campuses will utilize the School Literacy Leadership Teams (LLT) to ensure the effectiveness of core instruction, the quality and effectiveness of interventions provided on campus, and identify strategies, actions, and resources that will support in increasing the literacy outcomes for students.</p>
<b>Grades 9-12</b>		<b>School Level</b>
<p>Data that will be collected and the frequency of review</p>	<p>The professional development coordinator will monitor state and local assessment data such as: FAST, supplemental software, and school-based assessments. This data will be analyzed at the district level on an ongoing basis.</p>	<p>The principal will monitor state and local assessment data such as: FAST, supplemental software, and school-based assessments. This data is analyzed after each assessment period at the school level by grade, teacher, and student on an ongoing basis.</p>
<p>Actions for continuous support and improvement</p>	<p>The following actions are implemented for continuous support and improvement:</p>	<p>The following actions are implemented for continuous support and improvement:</p>

	<p>Data Analysis and walk-throughs of campuses will determine professional developments for teachers and reading contacts.</p> <p>The professional development coordinator will collaborate with the State Regional Literacy Directors for effective professional developments for coaches and teachers.</p> <p>The Lake Wales ESOL and ESE Directors will collaborate with schools to plan effective professional developments for staff and to ensure all stakeholder needs are being addressed with best research-based strategies and resources.</p>	<p>Administration to conduct walkthroughs to determine trends for professional developments and Professional Learning Communities (PLC's), revise School Improvement Plan as needed, provide support for literacy coaches, and provide a robust extended learning service for students.</p> <p>All campuses will utilize the School Literacy Leadership Teams (LLT) to ensure the effectiveness of core instruction, the quality and effectiveness of interventions provided on campus, and identify strategies, actions, and resources that will support in increasing the literacy outcomes for students.</p>
--	--	---

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

Based on the analysis of the K-12 CERP Reflection Tool and root-cause analysis of student performance data, the following indicators will be revised to improve literacy outcomes:

- School based administration will be provided professional learning on the Science of Reading and evidence-based literacy instruction to ensure instruction integrates phonological awareness, phonics, word study, fluency, vocabulary, and text comprehension strategies to include explicit, systematic, differentiation, scaffolded instruction.
- The Lake Wales Charter School psychologist will collaborate with school administration on the progress of the tier three students to ensure the intensive instruction meets the “strong” evidence-based Every Student Succeeds Act (ESSA) criteria.
- Administrators will collaborate with Lake Wales Charter School directors on walk-through and assessment data to determine professional development opportunities, develop goals or action steps to ensure there is an increase with literacy outcomes for all students.

- Teachers will continue to receive professional development to remediate or accelerate students to meet their full potential with literacy.

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

Each school site principal will review the reading plan with their school-based Literacy Leadership Team. Each team will review summative and formative data to set goals to increase literacy outcomes for students. Observational data will be shared with the Literacy Leadership Team to determine instructional decisions and collaborate with school-based stakeholders. The principal will communicate and collaborate with the Lake Wales Charter Schools directors and the professional development coordinator to assist the school to meet the needs of the students.

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

The principals will analyze and compile the data following each progress monitoring. Data will be reviewed with the data trends collected by the school-based administration to target instructional decisions to increase literacy outcomes for the students. The principals will monitor the literacy action steps developed by the teachers and literacy coach by attending the Professional Learning Communities (PLCs) and provide guidance with the action plans to strengthen instructional delivery.

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

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

**1. Is the district using Just Read, Florida? Literacy coach model?**

Yes/No

Yes. LW High School (LWHS) does not have a dedicated literacy coach focused on solely reading; we use a distributed leadership model described in #2 below.

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

At LWHS, the academic deans for ELA and Reading will work with the Instructional Coach and APC to implement the Just Read, Florida Model and oversee the implementation in all ELA and Reading classes.

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

The literacy coach model is implemented by guidance from the Just Read, Florida model. Lake Wales Charter Schools creates a schedule to share with the principals for the literacy coaches to collaborate. At the monthly principal meetings, the Lake Wales Charter Schools professional development coordinator will share upcoming professional development opportunities for administration, coaches, and instructional staff.

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

Lake Wales Charter Schools supports literacy coaches with in-depth professional development. The coaches will create a cohort within our system to complete the Florida Center for Reading Research (FCRR) Coaches Endorsement module. The coaches will continue to receive training from the State Regional Literacy Directors on the implementation of the coaching cycle. This will ensure the coaches have the support to utilize data to enhance instruction, help teachers become reflective about teaching and learning, and ensure fidelity and implementation of explicit, systematic, scaffolded, and differentiated instruction.

**5. How does the district support coach in 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?**

To support coaches in prioritizing high-impact activities based on data analysis, the Lake Wales Charter Schools professional development coordinator will ensure the coaches receive professional development to develop best practices with the coaching cycle, understand the B.E.S.T. standards, ensure curriculum tasks align with the complexity of the standard, establish goals, create action plans, and analyze data to conduct data chats with teachers. The professional development coordinator will schedule time for the coaches to receive professional development and assist with completing the FCRR Florida Literacy Coaches Endorsement model. The coaches will receive feedback on the implementation of their professional developments and on the effectiveness of the coaching cycle by the professional development coordinator.

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

The professional development coordinator will ask for coaching logs, that align to the Just, Read, Florida coaching model, to be uploaded to a shared Google drive on a weekly basis. This will allow collaboration and accountability among the professional development coordinator, the administration, and the coach. Coaching logs will be monitored to determine next steps to support the coaches for their monthly meetings, build for capacity, and provide opportunities for improvement to ensure the documentation is assisting the school on literacy goals to improve student outcomes. We will upload a bi-weekly log from Membean to show progress on the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

**4) Assessment, Curriculum, and Reading Instruction**

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment.



- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
  - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
  - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to student’s ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill (s) and receive corrective feedback; occurs in addition to core instruction.
  - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students with a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel with a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

**1. Describe how the district will align K-12 reading instruction with Florida’s Formula for Reading Success for all students, including disabled and English language learners.**

The Lake Wales Charter School system aligns K -12 reading instruction with Florida’s Formula for Reading Success to ensure that all students have a high-quality state approved curriculum that includes the six components of reading for their tier one instruction. Each school site will utilize “strong-based” research-based materials and teaching practices aligned to the B.E.S.T. Standards. The Florida Council of Reading Research (FCRR) literacy walkthroughs tool will safeguard that ESE and ELL students receive high-quality instruction.

The professional development coordinator, the ESE director, and the ELL director will collaborate with the school administration to monitor the effectiveness of the Florida’s Formula for Success at each school site, review master schedule to ensure maximum capacity to support the English Language Learners and Students with Disabilities, and ensure all students are enrolled in the appropriate course codes for intervention.

Professional development will be provided to stakeholders to ensure there is a high success of implementation with the components of the Florida’s Formula for Success.

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

The Lake Wales Charter Schools PreK programs are designed to support all children with the opportunity to develop the skills to become good readers and successful students. Our programs utilize the Florida Assessment of Thinking using the Early Star literacy assessment to assess student achievement and growth on the performance standards. Our programs offer multiple opportunities through play to increase individual physical development, social and emotional development, mathematical thinking, and literacy skills.

The PreK programs use Frog Street as an instructional tool to ensure development with Florida’s Early Learning Developmental Standards reflecting a child’s expected age appropriate benchmark targets. The director and teachers create a loving environment that showcases structure and classroom management for the students to thrive. Teachers build background, provide real-world connections, and encourage creativity with specific activities to develop higher order thinking.

Professional development opportunities will be provided quarterly to the directors and teachers of the Lake Wales Charter Schools PreK programs. Lesson plans, “strong” based resources, and best practices will be shared based on the Early Star data and observational data to create learning targets for optimal student success.

**B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(8\)\(b\)4., F.A.C.](#))**

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or 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 under [s. 1008.25\(9\)\(b\), F.S.](#)
- and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instruction and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency or characteristics of dyslexia, including a description of the intensive, explicit, systematic, and multisensory reading interventions that will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies significantly improve 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) demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on –
    - (I) strong evidence from at least one well-designed and well-implemented experimental study;
    - (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study or

(II) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.

**Grades VPK-5**

**1. Grades VPK-5 Assessments**

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

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each element should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
iReady Diagnostic	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each element should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Summative	<input checked="" type="checkbox"/> 2 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

**2. Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(5\), F.A.C.](#))**

Students identified with a substantial reading deficiency must have an individualized progress monitoring plan designed to address the student’s specific reading deficiency and meet the minimum requirements outlined in [s. 1008.25\(4\)\(c\), F.S.](#)

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan if the IEP or 504 Plan addresses the student’s reading deficiency. Nothing in Rule 6A-6.053(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student’s reading deficiency.

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

- The student is identified as in need of Tier 3 interventions.
- A student in grades K-3 demonstrates through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading and
  - For kindergarten, the student scores below the tenth (10<sup>th</sup>) percentile or cannot 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 under [s. 1008.25\(9\), F.S.](#);
  - For grades 1 and 2, the student scores below the tenth (10<sup>th</sup>) percentile or cannot 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 (20<sup>th</sup>) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

Lake Wales Charter Schools identifies students with a deficiency in reading following the criteria set forth by the Florida Department of Education. Our system utilizes the framework of

the Multi-Tiered Support System (MTSS) to provide appropriate levels of intervention based on the data. Each school will have a problem-solving team that meets and collaborates with the psychologist to ensure the fidelity with the identification level of intervention, the scheduling of the intervention, the quality of resources available, and “strong” based instructional practices to ensure high yield results to reduce the identified gaps. Revisions are made as data becomes available to the problem-solving team.

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

Lake Wales Charter Schools identifies students in grades 4-5 if they have been failing after a retention or scored an ELA level 1 or 2 on the FAST ELA Reading Assessment. Our system utilizes the framework of the Multi-Tiered Support System (MTSS) to provide appropriate levels of intervention based on the data. Each school will have a problem-solving team that meets and collaborates with the psychologist to ensure the fidelity with the identification level of intervention, the scheduling of the intervention, the quality of resources available, and “strong” based instructional practices to ensure high yield results to reduce the identified gaps. Revisions are made as data becomes available to the problem-solving team.

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

Students with dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#)

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

The administration and problem-solving team will identify any student who demonstrates a gap in phonics acquisition and not making progress with tier 2 intervention. The team will screen the student using UF Phonics Inventory or another research-based screener. Grade level teams will implement resources such as Orton Gillingham and/or other research-based programs for Dyslexia and implement the MTSS interventions with fidelity to ensure the fidelity of the tier 3 intervention to determine next steps.

**3b. Describe the district’s process for providing additional screening to students with characteristics of Dyslexia under [s. 1008.25\(9\), F.S.](#)**

The LEA will collaborate with the district psychologist to determine additional screenings to determine next steps based on the data provided by the problem-solving team at each school.

**Grades K-5 Decision Tree**

**Elementary schools (K-5) must teach all students reading in a dedicated, uninterrupted block of at least 90 minutes daily. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction, and small group differentiated instruction to meet individual student needs.**

**Beginning of year data**

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

- Grades K-2: 40<sup>th</sup> percentile or above on STAR on PM 3 from the prior year and PM 1 from the current school year
- Grades 3-5: 40<sup>th</sup> percentile or above on FAST on PM 3 from the preceding year and PM 1 from the current school year
- iReady score at or above the 40<sup>th</sup> percentile

### THEN TIER 1 Only

#### **Core Instruction**

**Indicate the core curriculum and how strong, moderate, or promising levels of evidence support the program.**

**Wonders: McGraw Hill** is the core curriculum for grades K – 5.

This curriculum is on the approved state-adopted materials list for 2021 by Florida FLDOE. Wonders 2023 received all green ratings, “Meets Expectations,” in reports on test quality, building knowledge, ability, and alignment. (<https://www.edreports.org/reports/overview/wonders-2023> ).

The K – 3 program aligns with the strategies presented in the **ies Practice Guides for K-3**

**Foundational Skills** that show strong evidence for effectiveness.

**Wonders** by McGraw Hill has the components of the Just Read Florida! Practice Profiles are built into the teachers’ edition. Explicit and systematic instruction, scaffolding, differentiated instruction, and opportunities for corrective feedback are evident throughout the teacher resources. It also includes think-aloud questioning paths for scaffolding and text that systematically build on content and complexity. There are opportunities for differentiation with ELL and ESE students, as well as prompts and suggested accommodations. Teachers are equipped with many resources to plan intensive, systemic ELA instruction for all students.

**iReady** demonstrates moderate evidence according to the ESSA rating. *iReady* provides tools to pinpoint strengths and areas of need and measure proficiency in on-grade-level standards. *iReady* provides online, personalized instruction and practice to promote productive struggle and to help all learners achieve proficiency. The **Teacher Toolbox** provides educators access to thousands of digital K-8 resources to differentiate instruction to fit each student’s needs. *iReady* integrates robust assessments and rich insights with effective and engaging instruction and practice resources.

**The University of Florida Literacy Initiative (UFLI)** has proven to be highly effective in improving struggling readers’ “phonological” awareness of the sounds that make up the spoken language, understands the alphabet system for linking sounds to letters, and decoding skills for converting print to speech.

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

The effectiveness of Tier 1 instruction is being monitored via formal/informal classroom walkthroughs, formative assessment data, and student artifacts.

The administration and LLT team will meet monthly to review data to determine trends, adapt planning and instruction to ensure each school is moving towards meeting goals set within the School Improvement Plan.

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

Data is collected to identify and problem-solve ways to improve the effectiveness of Tier 1 instruction. Administrators, literacy coaches, and teachers monitor student data to ensure that the Tier 1 curriculum aligns with the BEST Standards and is effective for student learning. Literacy

team members use literacy walk-throughs to improve the effectiveness of instruction. Based on these observations, professional development, instructional planning, and modeling help teachers increase the effectiveness of instruction. Curriculum maps and the **Wonders** instructional frameworks are also used to guide the team to keep Tier 1 instruction on track or adjust as needed.

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

The following performance criteria prompt the addition of Tier 2 interventions for students:

- Classroom teachers identify students in need based on classroom screeners or IRI data.
- STAR/FAST data indicates the student is below the 40<sup>th</sup> percentile or an achievement level of 1 or 2 on FAST from the prior school year or most current year FAST assessment.
- **iReady** scores are below 40% at any administration of the diagnostic.
- **Wonders** assessment indicates the student is demonstrating a need.
- **Dibles 8** benchmark indicators show that additional instruction is needed.

**Beginning of year data**

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

- Grades K-2 – Students score below the 40<sup>th</sup> percentile on STAR Early Learning or STAR reading on PM 3 from the prior year and PM 1 from the current school year
- Grades 3-5 – Students score an achievement level 1 or 2 on FAST on PM 3 from the prior year and PM 1 from the current school year

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Supplemental Instruction/Interventions**

- Tier 2 instruction is based upon strategies in the **ies Practice Guide for Foundational Skills**. Foundational skills instruction should be explicit, systematic, and scaffolded, providing corrective feedback and differentiation opportunities when needed. Comprehension instruction includes decoding with an emphasis on multisyllabic words, opportunities for fluency practice, allowing students to ask and answer questions about the text, finding the gist of the text, and monitoring their comprehension.
- **Wonders** Tier 2 resource materials for phonological awareness, phonics, word study, fluency, and comprehension lessons are adapted. Students receive additional reading instruction for 15 minutes daily, at least three days per week.
- **Wonders Differentiated Teacher-Led Instruction** provides varied text complexity and skill levels. These materials contain ESE/ESOL scaffolding and accommodations in addition to the **Wonders** materials.
- **iReady Toolbox** resource lessons.
- **UFLI, Orton Gillingham** materials and **FCRR** interventions are used as a supplement to enhance and support the core curriculum.

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

Students with a disability, students with an Individual Educational Plan (IEP), and students who are English Language Learners (ELLs) utilize the same reading intervention programs as general

education students. The intervention program includes scaffolds and strategies designed for ESE and ELL students. Additionally, ELL students with less than two years of instruction receive additional Tier 1 targeted instruction specifically designed to support the acquisition of the English language across the four domains (listening, speaking, reading, writing). The research-based resources are focused on the strengths and needs of the ELLs and are aligned to the WIDA English Language Development standards.

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

Interventions centering around **UFI** and **Orton Gillingham's** multisensory approach address phonological awareness and phonics skills students use with a substantial reading deficiency.

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

2 - 4 times per week

**Number of minutes per intervention session:**

20 - 30 minutes, depending on the intervention and the student's need

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

Tier 2 effectiveness is monitored at the school level through progress monitoring assessments and classroom data as determined by students' individual needs and interventions. Student data is discussed during MTSS/RTi PLC meetings with teachers to evaluate the effectiveness of the intervention.

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

Data is collected monthly or as needed to measure student progress, specifically in the area where students receive instruction and intervention. The MTSS/RTi team reviews the progress monitoring data to determine growth. Walk-through fidelity checks on the intervention instruction are conducted to ensure it is provided at the appropriate intensity, frequency, and duration. During walk-throughs, observers use a checklist to ensure students are provided with explicit instruction and follow a routine that systematically builds upon a true scope and sequence in foundational skills. This allows students to practice independently and receive corrective feedback. The intervention time is also monitored, verifying that it is outside the time allotted to core Tier 1 instruction.

The team uses planning sessions to identify issues, monitor and discuss ongoing data, and make decisions to continue or discontinue Tier 2. The psychologist is also available to collaborate with the school teams to collaborate for improving the effectiveness of the Tier 2 interventions.

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

- Grades K-2 – STAR Early Learning or STAR data below the 10<sup>th</sup> percentile
- Grades 3-5 – FAST data with an achievement level of 1 on PM 3 of the prior year and/or PM 1 of the current year.

**Other Data Points to Review:**

- **iReady** scores below the 10<sup>th</sup> percentile at any administration of the diagnostic
- **DIBELS** Benchmark indicators below the 10% percentile
- **Wonder** assessment scores below the 10<sup>th</sup> percentile



## Beginning of year data

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

- STAR Early Learning/STAR data below the 10<sup>th</sup> percentile or FAST data with an achievement level of 1 on PM 3 of the prior year and/or PM 1 of the current year. Student not consistently showing proficiency in critical focus skills in reading
- Level 1 on the previous year's FAST PM 3 administration for third-grade students
- Retention in the previous year's grade or "Good Cause" promotion to the next grade

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

### Intensive, Individualized Instruction/Interventions indicate the programs and practices used in Tier 3 interventions and how strong, moderate, or promising levels of evidence support the programs and practices.

Tier 3 reading instruction is based upon strategies in the *ies Practice Guide for Foundational Skills*. Foundational skills instruction will be explicit, systematic, and scaffolded, providing opportunities for corrective feedback to students and differentiation when needed. These practices show strong levels of evidence.

*UFLi and UF Small Group Instruction* have proven highly effective and allow evidence-based instruction.

*iReady* demonstrates moderate evidence according to the ESSA rating. *iReady* provides tools to pinpoint strengths and areas of need and measure proficiency in on-grade-level standards. *iReady* provides online, personalized instruction and practice to promote productive struggle and to help all learners achieve proficiency. The **Teacher Toolbox** provides educators access to thousands of digital K-8 resources to differentiate instruction to fit each student's needs. *iReady* integrates robust assessments and rich insights with effective and engaging instruction and practice resources. These materials contain ESE/ESOL scaffolds and accommodations. In addition to the Wonders differentiated materials, the *iReady* toolbox lessons may be used to support students. The *iReady* personalized pathway, SIPPS, UFLI materials, and FCRR resources are also used for Tier 3 instruction and interventions. The intensity of the intervention increases through frequency, duration, and group size to support individual needs.

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

The following are the evidence-based programs and practices implemented for students with disabilities, IEP, and English Language Learners. These provide intensive, explicit, systematic, and multi-sensory reading interventions using state-approved resources:

- **Florida Wonders Grade K-5 2022 1<sup>st</sup> Edition-McGraw Hill** School Education LLC (no ESSA evidence available) Florida State Adopted, Polk and Lake Wales Charter adopted 2021. Research-based resources support the six components of reading and teacher practices outlined in the WWC recommendations for teaching foundational skills and comprehension.
- **STAR Early Literacy** – Promising Florida state-approved reading assessment:  
<http://renlearn.com/KMNet/R003559501GF7925.pdf>
- **Orton Gillingham** techniques and practices for phonics acquisition. A 2021 meta-analysis of 24 studies found that Orton-Gillingham (O-G) reading interventions have an effect size (ES) of 0.22 for foundational skills like phonological awareness, phonics, fluency, and spelling in students with or at risk for word-level reading disabilities (WLRD).  
<https://info.fl DOE.org/docushare/dsweb/Get/Document-10237/dps-2024-81.pdf>
- **Curriculum and Associates LLC** – *iReady* Magnetic Reading has a positive effect rating according to the National Center for Intensive Interventions for academic interventions  
<https://cdn.bfldr.com/LS6J0F7/at/cnjb995nsjtrtj9fm5n8bj8/iready-NCII-ratings-flyer.pdf>

<p><b>For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.</b></p> <ul style="list-style-type: none"> <li>● <b>Orton Gillingham's</b> techniques and practices for phonics acquisition will be implanted.</li> <li>● <b>UFLI</b> and <b>UF Small Group Instruction</b> with manipulatives supported by UF trainers in PLC and webinars.</li> </ul>
<p><b>Number of times per week interventions are provided:</b> 4 - 5</p>
<p><b>Number of minutes per intervention session:</b> 20-45</p>
<p><b>Explain how the effectiveness of Tier 3 interventions is monitored.</b> The monitoring and evaluation of Tier 3 interventions in our system involves a collaborative and structured approach. Teachers and school-based literacy coaches regularly observe the small group interventions in action. These observations help in assessing the implementation fidelity and effectiveness of the instruction. Continuous monitoring of student performance data provides insights into the learning progress and effectiveness. Data includes assessment scores, reading levels, and other relevant literacy metrics.</p>
<p><b>What procedures are in place to identify and solve problems to improve the effectiveness of Tier 3 interventions?</b> Students who receive Tier 3 intensive interventions are closely monitored for progress. The teacher reviews data weekly to ensure the student's MTSS/RTi academic plan is on track. The MTSS/RTi team meets monthly with the teacher to review student data and work samples to determine growth and plan the next steps. Walk-through fidelity checks ensure the appropriate intensity, frequency, and duration of interventions. The team uses planning sessions to identify issues, monitor and discuss ongoing data, and make decisions to continue or discontinue tier 3 instruction. The student will be recommended for additional testing if no progress is evident.</p>

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

Requirements of Summer Reading Camps under [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 with a literacy micro-credential **may not** be assigned to these students.*

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

Lake Wales Charter Schools invites retained and targeted 3rd-grade students to participate in the Summer Learning Camp. Students scoring a level 1 or 2 on the FAST ELA Reading Assessment PM3. Students identified in third grade with a “Good Cause” Exemption may

participate. Students will receive targeted small group instruction in reading. The curriculum used will be a book study utilizing the book: *Lemonade Wars*, iReady Teacher’s Toolbox, UF Small Group Instruction (multisensory complements), Coach Success, and iReady pre- and post-data (state-approved for 3rd-grade alternative assessment for Good Cause Promotion). All teachers will be highly qualified and reading-endorsed. Student progress will be communicated regularly from the school level to home. Parent notifications include a description of the intensive, explicit, systematic, and multisensory reading intervention provided to the student and a parent at-home plan to support learning at home.

**4b. Districts can provide Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?**

**Yes/No**

Yes – Summer Reading Camps will be offered to students in K - 2 that STAR or iReady identifies as having a reading deficiency. UFLi Foundations Toolbox, an explicit and systematic program that teaches foundational skills necessary for proficient reading, will be utilized during this camp. *iReady* pre- and post-data will be used to monitor student progress.

**Grades 6-8**

**4. Grades 6-8 Assessments**

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

<b>Name of the Assessment</b>	<b>Target Audience (Grades 6-8)</b>	<b>What component of reading is being assessed?</b>	<b>Assessment Type (Each type of assessment should be represented.)</b>	<b>How often is the data being collected?</b>
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment Reading Plus	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
				<input type="checkbox"/> Other

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

- Students are identified as needing Tier 2 and Tier 3 interventions using current, grade-level FAST Progress monitoring and PM3 data that show that students scored in level 1 or level 2 on PM 3.
- The classroom teacher or parent identifies the student as needing support.

Grades 6-8 Decision Tree
<b>Beginning of year data</b>
<b>If the student meets the following criteria at the beginning of the school year:</b> <ul style="list-style-type: none"> <li>• Level 3, 4, or 5 on the 2023 – 2024 FAST ELA Reading Assessment PM3.</li> </ul>
<b>THEN TIER 1 Only</b>
<p><b>Core Instruction</b>  <b>Indicate the core curriculum and how strong, moderate, or promising levels of evidence support the program.</b>  <u><b>CommonLit</b></u>  <i>CommonLit</i> demonstrates “moderate” evidence according to the ESSA ratings and has a direct relation to proficiency on <b>FAST</b>. <i>CommonLit</i> is a nonprofit education technology organization dedicated to ensuring that all students, especially students in Title I schools, graduate with the reading, writing, communication, and problem-solving skills they need to be successful in college and beyond. <i>CommonLit</i> believes in providing teachers with all the resources they need to set their students up for success while encouraging classroom best practices. The <i>CommonLit</i> Literacy Model is built on over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development. <i>CommonLit’s</i> resources are flexible, research-based, practical, proven by third-party review, and aligned with state standards.</p>
<p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b>  Student scores are equivalent to Level 3 or above on the FAST ELA Reading Assessment.</p>
<p><b>Explain how the effectiveness of Tier 1 instruction is monitored.</b>  Tier 1 instruction is monitored for effectiveness by the school administration, literacy coaches, and system staff through walkthroughs, observations, and data chat report reviews.</p>
<p><b>What procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?</b></p>

LLTs and ELA departments meet weekly to collaboratively plan and prepare reading instruction and reflect on student data to determine the effectiveness of Tier 1. Adjustments to instruction or curriculum are made as needed to improve instruction.

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

- Student scores on FAST ELA Progress Monitoring are Level 1 or 2.
- Student scores below the 20<sup>th</sup> percentile on the most recent FAST Reading Assessments.
- Student does not consistently show proficiency in critical focus skills in reading
- The classroom teacher or parent feels additional interventions are needed for the student

**Beginning of year data**

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

- FAST ELA Reading Assessment Level 1 or 2
- History of level 1 ELA achievement.
- ACCESS for ELLs assessment level 1 or 2

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Supplemental Instruction/Interventions**

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

- **Orton Gillingham's** techniques and practices for phonics acquisition will be used. A 2021 meta-analysis of 24 studies found that Orton-Gillingham (O-G) reading interventions have an effect size (ES) of 0.22 for foundational skills such as phonological awareness, phonics, fluency, and spelling in students with or at risk for word-level reading disabilities
- Instruction and practice for interventions founded on strategies in the *ies Practice Guide for Foundational Skills* will be used to make instruction explicit, systematic, and scaffolded, providing opportunities for corrective feedback to students and differentiation when needed. These practices show strong levels of evidence.
- Instruction and Practices for intervention will be based on the framework in the *ies Practice Guide for Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, which recommends explicit vocabulary instruction, explicit comprehension strategy instruction, extended discussion of text meaning and interpretation, increased student motivation, and intensive and individualized interventions for struggling readers.

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

Students with disabilities and ELL students will receive intervention using Tier 2 instruction, and strategies that are supported by IEP accommodations or Academic plans will include evidence-based instructional practices that provide print-rich explicit and systematic instruction and guide the teachers in delivering scaffolded and differentiated instruction and building background knowledge. Writing in responses as recommended in the high-effect strategies found in **the Practice Guide for Foundational Skills** will be incorporated.

The ESE department, Florida Inclusion Network (FIN), and FLDRS facilitate resources and professional development.

The ESOL department provides teachers supplemental bilingual instructional materials and WIDA high-effect strategies. Teachers are trained on the Sheltered Instruction method to support English learners.

<b>Number of times per week interventions are provided:</b> 5
<b>Number of minutes per intervention session:</b> 30
<b>Explain how the effectiveness of Tier 2 interventions is monitored.</b> Tier 2 interventions are monitored at the school level using formative and summative assessments, progress monitoring, data reviews, observations, walk-thoughts, and evaluations. The administration will monitor and provide support if needed.
<b>What procedures are in place to identify and solve problems to improve the effectiveness of Tier 2 interventions?</b> Tier 2 interventions are determined based on diagnostic assessments to identify specific needs for students. The MTSS/RTI team members meet monthly to review student data and make changes based on individual student progress. Adjustments to instruction or curriculum are made as needed. Parents are notified of initial interventions, progress toward goals, and intervention changes.
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b> <ul style="list-style-type: none"> <li>● Student scores level 1 below the 20<sup>th</sup> percentile or below on the most recent FAST ELA Reading</li> <li>● Students scoring two grade levels below overall</li> <li>● Students not meeting their Tier 2 goals</li> </ul>
<b>Beginning of year data</b>
<b>If the student meets the following criteria at the beginning of the school year:</b> <ul style="list-style-type: none"> <li>● Score of level 1 on FAST ELA Reading or below the 20th proficiency</li> <li>● A history of level 1 score on the FAST ELA Testing</li> <li>● The classroom teacher or parent identifies the student as in need of intensive interventions</li> </ul>
<b>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</b>
<b>Intensive, Individualized Instruction/Interventions</b> <b>Indicate the programs and practices used in Tier 3 interventions and how strong, moderate, or promising levels of evidence support the programs and practices.</b> <ul style="list-style-type: none"> <li>● Instruction and practices for intervention will be based on recommendations with strong results found in the framework in the <i>ies Practice Guide for Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>, which recommends explicit vocabulary instruction, explicit comprehension strategy instruction, extended discussion of text meaning and interpretation, increased student motivation, and intensive and individualized interventions for struggling readers.</li> </ul>
<b>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP, and English language learners, as applicable.</b> Students with disabilities, students with IEPs, and English language learners will receive intervention strategies and materials that support IEP accommodations and academic plans.
<b>Number of times per week interventions are provided:</b> 5

<p><b>The number of minutes per intervention session:</b> 30</p>
<p><b>Explain how the effectiveness of Tier 3 interventions is monitored.</b> Tier 3 interventions are monitored at the school level using formative and summative assessments, progress monitoring, data reviews, observations, walk-thoughts, and evaluations by school-based administrators. The administration will monitor and provide support if needed.</p>
<p><b>What procedures are in place to identify and solve problems to improve the effectiveness of Tier 3 interventions?</b> Tier 3 interventions are determined based on diagnostic assessments to identify specific needs for students. Data is reviewed weekly by the teacher to ensure the student's MTSS/RTi academic plan is on track. The MTSS/RTi team meets monthly to review student data and work samples collaboratively to determine growth and plan the next steps. Walk-through fidelity checks on the intervention instruction are also conducted to ensure that instruction is provided at the appropriate intensity, frequency, and duration. The team uses planning sessions to identify issues, monitor and discuss ongoing data, and make decisions to continue or discontinue Tier 3 and if the student should be recommended for additional testing to see if there is a learning disability. If the plan is identified as ineffective, the team problem-solves and adjusts the plan.</p>

**Grades 9-12**

**7. Grades 9-12 Assessments**

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

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Literacy Geeks! Literacy Chops & Ink Writing Universe	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Membean - vocabulary development		<input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Students are identified as needing Tier 2 and Tier 3 interventions based on current grade-level FAST. ELA progress monitoring and PM3 data show that the student scored at level 1 or level 2. SAT percentile rank of 50% or higher.

Grades 9-12 Decision Tree
<b>Beginning of year data</b>
<p><b>If the student meets the following criteria at the beginning of the school year:</b>            Level 3, 4, or 5 on the 2023 – 2024 FAST ELA Reading Assessment PM3.            Review of transcripts and past grades will be considered. SAT percentile rank of 50<sup>th</sup> % or higher.</p>
<b>THEN TIER 1 Only</b>
<p><b>Core Instruction</b>            Indicate the core curriculum and how strong, moderate, or promising levels of evidence support the program.  <u><i>Selections from the BEST Standards</i></u>            FLDOE published the ELA BEST standards manual. We use the text selections suggested for teaching the standards that are outlined in the grade level pacing guides.  <u><i>CommonLit</i></u>  <i>CommonLit</i> demonstrates moderate evidence according to the ESSA ratings and has a direct relation to proficiency on FAST. <i>CommonLit</i> is a nonprofit education technology organization dedicated to ensuring that all students, especially students in Title I schools, graduate with the reading, writing, communication, and problem-solving skills they need to be successful in college and beyond. <i>CommonLit</i> provides teachers with the resources to set their students up for success while encouraging classroom best practices. <i>CommonLit’s</i> resources are flexible, research-based, practical, proven by third-party review, and aligned with state standards.  <u><i>Membean</i></u>  <i>Membean</i> demonstrates moderate effect evidence according to case studies <a href="https://membean.com/case-studies">https://membean.com/case-studies</a>. This program personalized vocabulary acquisition by recognizing that each student has varied vocabulary words. Therefore, any effective development of new academic vocabulary must be on an individualized basis.</p>
<p><b>Explain how the effectiveness of Tier 1 instruction is monitored.</b>            Tier 1 instruction is monitored for effectiveness by the school administration, literacy coaches, and system staff through walkthroughs, observations, and data report reviews.</p>



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

School administrators and MTSS/RTi team members meet **as needed** and work collaboratively to discuss and monitor student and classroom data. With the support of the team and literacy coaches, the team recommends Tier 2 interventions if Tier 1 instruction is insufficient. Schoology, the Learning Management System, supports core instruction with resources for teachers and students with remediation, enrichment, and reinforcement. If necessary or requested based on school-level data, the system directors, ELA Instructional Specialists, or literacy coaches support PLCs/teachers to improve the effectiveness of Tier 1 instruction.

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

Ongoing district standards-based common assessment data, including district ELA common assessments based ELA B.E.S.T. Standards will be analyzed to determine students needing English course-embedded Tier 2 interventions.

**Beginning of year data**

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

FAST ELA Reading Assessment level 1 or level 2  
Past history of level 1 or 2  
11-12th SAT below 480

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Supplemental Instruction/Interventions**

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

- Instruction and Practices for intervention will be based on recommendations with strong results found in the framework in the *ies Practice Guide for Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, which recommends explicit vocabulary instruction, explicit comprehension strategy instruction, extended discussion of text meaning and interpretation, increased student motivation, and intensive and individualized interventions for struggling readers. At LWHS, the Literacy Strategies classes utilize Literacy Chops as the main computer-based individualized reading intervention. We also explicitly review affixes to support vocabulary instruction and Eduprotocol lesson frames to increase student motivation and extend discussion of text meaning and interpretation.

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

Students with disabilities and ELL students receive the same evidence-based supplemental instruction and intervention as all other Tier 2 students. This includes differentiated small groups, explicit instruction in areas aligned to benchmarks, foundational skills, fluency, vocabulary, and comprehension, and multisensory intervention support.

In addition to these Tier 2 resources and practices, students with disabilities receive services as identified on their IEP. These services include reading intervention, a prescriptive approach determining which explicit, systematic, and multisensory supplemental instructional methodology/program should be used based on student needs.

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

5

LWHS has a modified block schedule and we meet students 3x a week.
<p><b>Number of minutes per intervention session:</b></p> <p>30.</p> <p>Varies for students with IEPs</p>
<p><b>Explain how the effectiveness of Tier 2 interventions is monitored.</b></p> <p>Tier 2 effectiveness is monitored at the school level by collaboratively reviewing data determined by the student's needs and interventions. Student progress data is discussed by the MTSS/RTi team. Adjustments to instruction or curriculum are made as needed.</p>
<p><b>What procedures are in place to identify and solve problems to improve the effectiveness of Tier 2 interventions?</b></p> <p>The ELA department team, interventionists, and MTSS/RTi team meet regularly to discuss the student and classroom data. Changes to the student plan may be made. Once an intervention is determined, the interventionist supports the classroom teacher and the Tier 2 student in the regular classroom.</p>

<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <ul style="list-style-type: none"> <li>● Students in 9 – 10<sup>th</sup> that score level 1 below the 20<sup>th</sup> percentile or below on the most recent FAST ELA Reading assessment</li> <li>● Previous ELA FAST achievement level 1</li> <li>● Students with a history of level 1 or are significantly below grade level</li> </ul>
--

<b>Beginning of year data</b>
<p><b>If the student meets the following criteria at the beginning of the school year:</b></p> <p>Student scores level 1 below the 20<sup>th</sup> percentile or below on the most recent FAST ELA Reading assessment.</p>

<p align="center"><b>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</b></p>
<p><b>Intensive, Individualized Instruction/Interventions</b></p> <p><b>Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</b></p> <ul style="list-style-type: none"> <li>● ELA standard-based instruction and practices for intervention will be based on recommendations with strong results found in the framework in the <i>IES Practice Guide for Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> which recommends explicit vocabulary instruction, explicit comprehension strategy instruction, extended discussion of text meaning and interpretation, increased student motivation, and intensive and individualized interventions for struggling readers. (strong evidence)</li> </ul>

<p><b>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP, and English language learners, as applicable.</b></p>
--

Students identified with a disability and English language learners will receive interventions using materials and strategies supported by IEP accommodations. ELL learners are in a Literacy Strategies class that meets 3x/week with an ESOL Reading Teacher.
<b>Number of times per week interventions are provided:</b> 5 <b>3</b>
<b>Number of minutes per intervention session:</b> 45 <b>30</b>
<b>Explain how the effectiveness of Tier 3 interventions is monitored.</b> Tier 3 interventions are monitored at the school level through weekly progress monitoring using classroom progress monitoring data as determined by students' individual needs and interventions, in addition to state progress monitoring and additional data analysis.
<b>What procedures are in place to identify and solve problems to improve the effectiveness of Tier 3 interventions?</b> Tier 3 data is reviewed weekly by the teacher to ensure the student's MTSS/RTi academic plan is on track. The MTSS/RTi team meets monthly to review student data and work samples to determine growth and plan the next steps. Walkthrough fidelity checks on the intervention instruction are also conducted to ensure it is provided at the appropriate intensity, frequency, and duration. The team uses planning sessions to identify issues, monitor and discuss ongoing data, and make decisions to continue/discontinue tier 3 and if the student should be recommended for additional testing to see if the student has a learning disability. If the plan is identified as ineffective, the team problem-solves and adjusts the plan.

**5) Professional Learning ([Rule 6A-6.053\(8\)\(b\)3.f.-j., F.A.C.](#))**

**Describe the literacy professional learning that will be provided by the district and 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 and writing 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.

LWCS offers a variety of professional development opportunities to support literacy instruction. FCRR Reading Endorsement Competencies 1, 2, 3, 4, and 5 are provided in person to our staff. These courses are designed to add collegiality in a professional learning community (PLC) setting. Support for teachers is provided to integrate course content and apply it to reading instruction immediately. Additionally, our system has encouraged and promoted the UF Lastinger Centers's online Reading Endorsement Competencies and Micro-Credential <https://lastinger.center.ufl.edu/work/literacy/flamingo-literacy/literacy-microcredentials/>.

The Professional Development Coordinator works closely with each school and its staff to ensure that teachers meet requirements, earn professional development points needed for recertification, and have the resources necessary to move from temporary certificates to professional certification.

Professional development in the Science of Reading, ELA BEST Standards, McGraw Hill Wonders core curriculum, and all intervention resources are provided in-house to each charter school to meet their unique student needs. The system coordinates and supports learning opportunities in phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies using systematic and sequential approaches (Practice Profiles), including multisensory interventions (Orton Gillingham and UFI), leading to student learning success. Learning opportunities are provided on the following data collection platforms: iReady, Reading Plus, and UF Small Group Instruction to help teachers collect student skill data used to drive instruction and improve student achievement. The teachers work together weekly to plan instruction and discuss new learning. The Literacy Coach and administrators identify mentor teachers and model classrooms for teachers to observe best practices. The Summer Teacher Camp for new and beginning teachers will provide professional learning in the BEST ELA Standards and *ies* evidence-based practices. The State Regional Literacy Directors (SRLDs) will also assist in the BEST Standards with Literacy PLCs, including standard/Literacy walkthroughs and web-based literacy opportunities throughout the school year. Data collected from walkthroughs and progress monitoring will help administrators and literacy leadership teams differentiate and intensify support for teachers. Literacy Coaches' professional development will be provided monthly, focusing on needs, the systems, and the school's literacy initiatives.

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

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

Tutoring programs to accelerate literacy are available at all grade levels.

Varsity Tutoring is an online partnership with identified schools that brings live instruction and lessons to students across the system. The program includes 1-on-1 online tutoring scheduled by teachers for individualized instruction and 24/7 homework help, with live chats across core K-12 subjects in Spanish and English. Students also can upload a draft of their writing assignment to receive detailed feedback within 48 hours.

Literacy tutors will work in the Fall and through the Spring. Sessions will target the five components of effective reading instruction and work to fill learning gaps. The tutors are retired teachers, and LWHS students have completed the FCRR Tutoring program training. This group will target our RAISE schools.

Additional Literacy tutoring will be offered across our K – 12 programs. The 1<sup>st</sup>/2nd-grade reading camps will target phonics. Third Grade Reading Camps will focus on those students whose ELA FAST test showed that they were significantly behind and needed more Literacy instruction. Upper-grade and middle-grade students can attend enrichment camps to build background and vocabulary. Our high school camps will concentrate on Literacy skills required to pass the tenth-grade FAST test and be eligible for graduation.

LWHS offers after school tutoring for extra support in Reading interventions during the spring semester.

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

**By the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describes the district’s plan for notifying parents of students with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).**

The Lake Wales Charter student’s progression plan states that any student identified by their parent, teacher, or student data as having a reading deficiency will be provided with targeted instructional support and a READ 20 read-at-home plan. If the student needs more than Tier 1 instruction, the parent/guardian is notified through a phone call and a parent informational/permission letter. The classroom teacher meets with the parent/guardian to discuss an academic plan and has the parent sign the plan, permitting the MTSS/RTi process to proceed. The student may receive Tier 2 or more intensive Tier 3 support. The teacher meets with the MTSS/RTi team to discuss intensive targeted instruction, data, and lesson planning. Progress monitoring, formal and informal, drives instructional decisions for instruction. Data is recorded and reported bi-weekly to the MTSS team. Parents are informed biweekly through interim reports on Schoology. Teachers schedule parent conferences each fall and spring to review student data and discuss academic plans for the student.

The Read 20 program encourages a partnership between families and Lake Wales schools. Students are asked to read for 20 minutes each day. READ 20 posters in our system are in each classroom, office, and clinic. Some posters are up in local businesses, the police station, and the fire department. Flyers, callouts, special kick-offs at each school, and home visits included information for family engagement in literacy activities that promote reading at home. Students are encouraged to take AR tests regularly to earn points for the AR Race.

Just Read Florida! Parent resources, University of Florida Parent resources, New Worlds Reading Initiative, and FCRR Parent resources are published on our website.

<https://www.fl DOE.org/academics/standards/just-read-fl/parents.shtml>

<https://fcrr.org/families>

Teachers identify students’ level 1s or 2s throughout the school year to participate in the NEW Worlds Reading initiative and then communicate the sign-up information with the student’s parent/guardian. Once the parent has signed the student up, the student will receive books through the mail with additional resources for parents to use to help the student develop important reading skills.

<https://www.newworldsreading.com/fl/en/home.html>

This year, the Lake Wales Charter’s READ 20 Summer Learning will promote summer reading. Each Pre-K -5 student received four books from the ELA BEST Standards reading list. Along with the books, students are given a family reading plan, activities to do, and document reading throughout the summer. Students’ schools need encouragement to continue learning and reading during the summer.

Our system also partners with the Lake Wales Library and Public Libraries to promote summer literacy and activities at our local public library. The Polk Library User Student account is available.

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

**District Comprehensive Evidence-Based Reading Plan (CERP) Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or their authorized representative] assures the following:**

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include 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.
	b. All students with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both by Rule 6A-6.053(5)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessments are delivered by instructional personnel 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 certified or endorsed in reading or by those who possess the elementary or secondary literacy micro-credential supervised by an individual certified or endorsed in reading.
	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist, and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.

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

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