

District Comprehensive Evidence-Based Reading Plan

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

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). 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	Wendy Mullens	wendy.mullens@glades-schools.org	863-946-2083
Data Element	Joanna Martinez	joanna.martinez@glades-schools.org	863-946-2083
Third Grade Promotion	Wendy Mullens	wendy.mullens@glades-schools.org	863-946-2083
Multi-Tiered System of Supports	Kristen Horn	Kristen.horn@glades-schools.org	863-946-2083
Superintendent of Schools	Alice Barfield	alice.barfield@glades-schools.org	863-946-2083

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
Elementary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Literacy coaches	0	
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	20,000	
Third grade summer reading camps	10,000	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches	0	
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	20,000	
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	25,000	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	5,000	
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	80,000	

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

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

Glades County School District will not operate a Voluntary Prekindergarten (VPK) program during the 2026–2027 school year.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	5%	4%	77%	78%
1	20%	10%	61%	70%
2	18%	10%	57%	70%
3	8%	7%	81%	82%
4	20%	10%	53%	70%
5	14%	10%	65%	70%
6	10%	9%	67%	70%
7	18%	10%	56%	70%
8	21%	10%	50%	70%
9	13%	10%	51%	70%
10	14%	10%	65%	70%

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	K-5 ELA FAST Data (3 times a year)	K-5 ELA FAST Data (3 times a year) K-5 Progress Learning and Lexia Grade Level Data (Ongoing) MTSS (Ongoing)
Actions for continuous support and improvement	Analysis of data between school and district administration Feedback from PLC's Ongoing Professional Development Walkthroughs/Feedback Staff Surveys	Analysis of data between students, teachers, and administration Data Chats between school leaders, teachers, and students Feedback from PLC's Ongoing Professional Development for teaching staff Collaborative Planning

		Growth Plan Review MTSS review Data Grouping Student & Staff Surveys New Teacher Support
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	6-8 ELA FAST Data (3 times a year)	6-8 ELA FAST Data (3 times a year) 6-8 Progress Learning and Lexia Grade Level Data (Ongoing) MTSS (Ongoing)
Actions for continuous support and improvement	Analysis of data between school and district administration Feedback from PLC's Ongoing Professional Development Walkthroughs/Feedback Staff Surveys	Analysis of data between students, teachers, and administration Data Chats between school leaders, teachers, and students Feedback from PLC's Ongoing Professional Development for teaching staff Collaborative Planning Growth Plan Review MTSS review Data Grouping Student & Staff Surveys New Teacher Support
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	9-10 ELA FAST Data (3 times a year) 9-12 EOC Exams (Ongoing) SAT, ACT, CLT (Ongoing)	9-10 ELA FAST Data (3 times a year) 9-12 EOC's (Ongoing) SAT, ACT, CLT (Ongoing) 9-12 9-12 Progress Learning and Lexia Grade Level Data (Ongoing)

		MTSS (Ongoing)
Actions for continuous support and improvement	Analysis of data between school and district administration Feedback from PLC's Ongoing Professional Development Walkthroughs/Feedback Staff Surveys	Analysis of data between students, teachers, and administration Data Chats between school leaders, teachers, and students Feedback from PLC's Ongoing Professional Development for teaching staff Collaborative Planning Growth Plan Review MTSS review Data Grouping Student & Staff Surveys New Teacher Support

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

Based on the District CERP Reflection Tool and a root-cause analysis of student performance data, Glades County School District revised the CERP to strengthen the consistent implementation of standards-aligned, evidence-based literacy instruction and the systematic use of assessment data to guide instructional decisions. Revisions include clearer expectations for high-quality literacy instruction aligned to the B.E.S.T. ELA Standards, stronger alignment among curriculum, instruction, assessment, and intervention, and increased monitoring of implementation through instructional walkthroughs, lesson plans, student work, and formative assessment data. The district also strengthened procedures for using screening, diagnostic, and progress-monitoring data to identify students needing additional support, match Tier 2 and Tier 3 interventions to specific student needs, monitor the effectiveness of interventions, and adjust instruction and student groupings based on demonstrated progress. These revisions are intended to improve instructional consistency, ensure interventions are responsive to student needs, and support continuous improvement in literacy outcomes across the district.

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

Principals monitor implementation of the district's reading plan through frequent reading walkthroughs, typically conducted weekly or biweekly, to observe classroom instruction, ensure alignment with the reading plan, and monitor student engagement. During walkthroughs, administrators focus on the use of evidence-based reading strategies, differentiated instruction for struggling readers, implementation of core

curriculum and standards-aligned resources, and student use of literacy tools and materials. Principals use checklists, observation rubrics, or digital tracking tools to document implementation and provide timely, constructive feedback through written notes, conferences, or coaching. Walkthrough findings are combined with student assessment and progress-monitoring data and reviewed during data chats and PLCs to identify instructional strengths and areas needing improvement. When needs are identified, principals coordinate targeted professional development and collaborate with staff to strengthen instructional practices and ensure the reading plan is implemented consistently and with fidelity across classrooms.

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

Principals monitor the collection and use of assessment data by establishing a data-driven culture in which formative, summative, benchmark, and progress-monitoring data are routinely used to guide instruction and interventions. They ensure school-wide systems are in place for timely and accurate data collection and verify that assessments are administered with fidelity. Principals facilitate and participate in data meetings, PLCs, and MTSS meetings where teachers analyze class and individual student performance, identify trends and skill gaps, and determine appropriate instructional adjustments and interventions. Progress-monitoring data are reviewed regularly to determine whether students are responding to instruction and support, with interventions, instructional strategies, and resources adjusted as needed. Principals also coordinate professional development to strengthen teachers' ability to analyze and use data effectively and communicate student achievement trends and progress with staff, families, and district leadership.

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.

Due to significant reductions in funding, Glades County School District does not currently employ dedicated literacy coaches, reading coaches, or reading intervention teachers. As a result, many of the responsibilities traditionally assigned to these positions have been incorporated into the role of school principals. Principals provide instructional leadership and oversight related to literacy, including monitoring assessment and progress-monitoring data, facilitating data-driven instructional decisions, supporting the implementation of interventions, monitoring student progress, and ensuring that instructional practices are aligned with identified student needs, as described in the sections above.

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

N/A

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

N/A

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?

N/A

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

N/A

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

N/A

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted 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 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?

Glades County School District's strategic plan is aligned with Florida's Formula for Reading Success (6 + 4 + T1 + T2 + T3) to ensure all K-12 students have equitable access to high-quality, evidence-based reading

instruction. This includes students with disabilities (SWDs), students with Individual Educational Plans (IEPs), and English language learners (ELLs). The district's approach incorporates the six components of reading, four types of assessment, and three tiers of standards-aligned instruction within a Multi-Tiered System of Supports (MTSS).

Six Components of Reading

The district's strategic plan emphasizes explicit and systematic instruction in all six essential components of reading:

- Oral language
- Phonological awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Teachers integrate these components through evidence-based instructional practices and materials aligned with Florida's B.E.S.T. Standards. Instruction is scaffolded and differentiated based on student need, with appropriate accommodations and supports provided for SWDs, students with IEPs, and ELLs.

Four Types of Assessment

The district utilizes a balanced assessment system to identify student needs, guide instruction, determine appropriate interventions, and monitor student growth. This system includes:

- Screening assessments to identify students who may be at risk for reading difficulties.
- Progress-monitoring assessments to measure student growth and determine the effectiveness of instruction and interventions.
- Diagnostic assessments to identify specific reading skill deficits and determine appropriate instructional supports.
- Summative assessments to evaluate overall student achievement and mastery of grade-level expectations.

Assessment data is regularly reviewed to inform instructional decisions and determine whether students require additional or intensified support. Appropriate accommodations are provided for SWDs, students with IEPs, and ELLs to ensure students have equitable access to assessments and that resulting data can be used effectively to guide instruction.

Three Tiers of Standards-Aligned Instruction

The district implements a Multi-Tiered System of Supports (MTSS) to provide increasingly intensive levels of reading instruction and intervention based on individual student need. Instruction incorporates accommodations for SWDs, students with IEPs, and ELLs and incorporates the principles of Universal Design for Learning (UDL).

Tier 1 – Core Instruction: All students receive high-quality, standards-aligned, print-rich, explicit, systematic, scaffolded, and differentiated reading instruction. Teachers provide corrective feedback, build background and content knowledge, and incorporate opportunities for students to write in response to reading. Tier 1

instruction is designed to provide access to grade-level standards while addressing the diverse learning needs of students.

Tier 2 – Supplemental Instruction/Interventions: Students identified through assessment data as having specific skill gaps receive additional explicit, systematic, teacher-led small-group instruction matched to their identified needs. Tier 2 interventions target gaps in learning that may prevent students from successfully meeting Tier 1 expectations. Students are provided multiple opportunities to practice targeted skills and receive corrective feedback. Tier 2 intervention occurs in addition to Tier 1 core instruction.

Tier 3 – Intensive, Individualized Instruction/Interventions: Students demonstrating a substantial deficiency in reading receive intensive, individualized intervention based on identified student needs. Instruction is provided one-on-one or in very small groups and includes increased guided practice, immediate corrective feedback, and frequent progress monitoring. Tier 3 intervention occurs in addition to Tier 1 and Tier 2 instruction. In accordance with Florida requirements, intensive reading interventions are delivered by instructional personnel who are appropriately certified or endorsed in reading or who possess an applicable literacy micro-credential.

Through implementation of the 6 + 4 + T1 + T2 + T3 framework, the district's strategic plan establishes a comprehensive system of literacy instruction, assessment, intervention, and progress monitoring. This approach ensures that instructional decisions are based on student data and that all students—including SWDs, students with IEPs, and ELLs receive the differentiated instruction, accommodations, interventions, and supports necessary to make progress toward grade-level reading expectations and achieve literacy success.

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.

For the 2026–2027 school year, Glades County School District will not operate a Voluntary Prekindergarten (VPK) program; however, the district will continue to provide preschool services for eligible students with disabilities through its ESE Preschool Program. Instruction will be delivered through a developmentally appropriate, play-based, child-centered approach that encourages exploration, creativity, critical thinking, social-emotional development, and school readiness. Differentiated instruction will be used to address individual strengths and needs, with each student's Individual Educational Plan (IEP) guiding appropriate instructional strategies, modifications, accommodations, and services to ensure meaningful access and engagement. The district will utilize a comprehensive system of supports to address the unique needs of preschool students, including early intervention and, when identified through the IEP process, services such as speech and language therapy, occupational therapy, and behavioral supports. These services will be integrated into the educational setting whenever appropriate. Ongoing collaboration among educators, families, and specialists will provide a coordinated support system, while professional learning will continue to emphasize inclusive practices and effective strategies for meeting the diverse developmental and educational needs of preschool students.

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

Creative Curriculum serves as the core instructional framework for the district's preschool classrooms. This research-based, developmentally appropriate curriculum utilizes a project-based, play-centered approach that encourages exploration, discovery, creativity, and hands-on learning. The curriculum supports individualized and differentiated instruction to address each child's unique strengths and needs while promoting growth across cognitive, language and literacy, social-emotional, and physical developmental domains. Waterford is utilized as a supplemental instructional resource to support and reinforce classroom learning. Waterford provides research-based, technology-supported activities in early literacy and

mathematics and allows instruction to be personalized based on individual student needs and skill levels. Together, these instructional materials support differentiated learning, individualized pacing, targeted skill development, and school readiness while allowing teachers to provide appropriate accommodations and modifications for ESE preschool students based on their Individual Educational Plans (IEPs).

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.](#)

For the 2026–2027 school year, Glades County School District will not operate a Voluntary Prekindergarten (VPK) program. Therefore, the district will not administer the VPK FAST assessment for the purpose of identifying VPK students with a substantial deficiency in early literacy skills.

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?
Progress Learning	☐ 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
Lexia Core 5	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4	☒ 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

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 5 ☐ All Students ☐ Select Students			☐ 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 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

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, 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 or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration 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 test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the 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.

Glades County School District utilizes a systematic, data-driven process to identify students who may be at risk of not meeting grade-level expectations in reading. All students participate in universal screening at least three times per year using STAR and FAST assessments, as applicable by grade level. Additional student performance data is gathered through Progress Learning Liftoff assessments and Lexia Core5 placement and progress data. These multiple data sources provide a comprehensive picture of student performance and assist schools in identifying students who may require additional reading support. Following each screening

and progress-monitoring period, school-based teams review and disaggregate available assessment data to identify students performing below grade-level expectations, demonstrating insufficient growth, or showing a pattern of continued difficulty with specific reading skills. Students identified as a concern are flagged for further review, and the problem-solving team examines multiple sources of data, including assessment results, classroom performance, progress-monitoring trends, intervention history, and teacher input which is tracked in Branching Minds, to determine the student's specific area of need. Based on this review, students who require targeted support beyond core instruction are placed in Tier 2, where evidence-based interventions are matched to identified skill deficits and progress is monitored regularly. If a student demonstrates inadequate progress despite appropriately implemented Tier 2 intervention, the problem-solving team reviews the student's response to intervention, considers whether changes in frequency, duration, group size, or instructional focus are needed, and determines whether more intensive Tier 3 intervention is warranted. Tier 3 students receive more individualized and intensive support with frequent progress monitoring, and teams continue to review data to determine whether interventions should be maintained, intensified, modified, or discontinued based on the student's response. This ongoing problem-solving cycle ensures that movement between tiers is based on multiple data points and documented student needs rather than a single assessment score.

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

Glades County School District utilizes a systematic, data-driven process to identify students who may be at risk of not meeting grade-level expectations in reading. All students participate in universal screening at least three times per year using STAR and FAST assessments, as applicable by grade level. Additional student performance data is gathered through Progress Learning Liftoff assessments and Lexia Core5 placement and progress data. These multiple data sources provide a comprehensive picture of student performance and assist schools in identifying students who may require additional reading support. Following each screening and progress-monitoring period, school-based teams review and disaggregate available assessment data to identify students performing below grade-level expectations, demonstrating insufficient growth, or showing a pattern of continued difficulty with specific reading skills. Students identified as a concern are flagged for further review, and the problem-solving team examines multiple sources of data, including assessment results, classroom performance, progress-monitoring trends, intervention history, and teacher input which is tracked in Branching Minds, to determine the student's specific area of need. Based on this review, students who require targeted support beyond core instruction are placed in Tier 2, where evidence-based interventions are matched to identified skill deficits and progress is monitored regularly. If a student demonstrates inadequate progress despite appropriately implemented Tier 2 intervention, the problem-solving team reviews the student's response to intervention, considers whether changes in frequency, duration, group size, or instructional focus are needed, and determines whether more intensive Tier 3 intervention is warranted. Tier 3 students receive more individualized and intensive support with frequent progress monitoring, and teams continue to review data to determine whether interventions should be maintained, intensified, modified, or discontinued based on the student's response. This ongoing problem-solving cycle ensures that movement between tiers is based on multiple data points and documented student needs rather than a single assessment score.

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. 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.

All students identified as having a Substantial Reading Deficiency (SRD) will be screened for characteristics of dyslexia. As part of the initial screening process, all students in grades K–3 participate in the Florida Assessment of Student Thinking (FAST) Progress Monitoring 1 (PM1) for ELA within the first 30 instructional days of the school year. Students in grades K–2 who score at or below the 10th percentile (≤ 10 PR) on the PM1 universal screener are identified as demonstrating characteristics of dyslexia and will receive Tier 3 interventions, including structured literacy and multisensory instruction. Students in grade 3 who score at or below the 20th percentile (≤ 20 PR) on FAST PM1 are identified as demonstrating characteristics of dyslexia and are referred immediately for Tier 3 interventions. When a student in grades K–3 falls at or below these established thresholds, the district will conduct additional, targeted screening to further identify the student’s specific areas of need.

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

Renaissance Learning’s Star CBM Reading will be utilized as the district’s primary dyslexia screening solution. Star CBM Reading includes measures such as Rapid Automatized Naming (RAN), which provide additional information to assist in identifying students who may be at risk for dyslexia and determining appropriate instructional interventions and supports.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

For grades K–5, Glades County School District uses a data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 1 instruction. School-based MTSS teams and PLCs, under the leadership of the principal, review FAST/STAR data, classroom assessments, and other appropriate measures to identify student, classroom, and grade-level trends. When concerns are identified, teams review the fidelity and effectiveness of core instruction, including alignment to the B.E.S.T. Standards, differentiation, scaffolding, and accommodations for students with disabilities and English language learners. Teachers adjust instruction based on identified needs, and student progress is continually monitored to determine the effectiveness of those adjustments before more intensive interventions are considered.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

For grades K–5, Glades County School District uses a data-driven MTSS problem-solving process to evaluate and improve the effectiveness of Tier 2 interventions. School-based MTSS teams, led by the principal, review FAST/STAR data, classroom assessments, diagnostic data, progress-monitoring results, and teacher observations to identify specific skill deficits and select appropriate evidence-based interventions. Tier 2 interventions are provided in addition to Tier 1 instruction through targeted, teacher-led small-group instruction. Student progress is monitored at least biweekly, and intervention data is formally reviewed during regularly scheduled PLC/MTSS meetings, with additional reviews following each FAST progress-monitoring window. Teams examine the student’s rate of improvement, progress toward identified skill-based goals, mastery of targeted skills, and consistency of performance across multiple data points. Students demonstrating adequate progress continue with the intervention until targeted skills are mastered and grade-level expectations are met. When data show insufficient growth, a flat or negative trend, continued performance below established benchmarks, or lack of mastery of targeted skills, the MTSS team uses a problem-solving process to determine whether the intervention should be modified in frequency, duration, group size, intensity, or instructional focus. The team also reviews intervention fidelity before determining that a student has not responded adequately. Students who continue to demonstrate

insufficient progress despite appropriately implemented and adjusted Tier 2 interventions may be considered for more intensive Tier 3 support. This ongoing cycle of progress monitoring, data review, problem solving, and instructional adjustment ensures that intervention decisions are based on documented student response rather than a single assessment score.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

For grades K–5, Glades County School District uses a data-driven MTSS problem-solving process to evaluate and improve the effectiveness of Tier 3 interventions. Students are identified for intensive support using multiple data sources, including FAST/STAR screening and progress-monitoring data, diagnostic assessment results, classroom and curriculum-based assessments, Lexia Core5 data when applicable, teacher observations, and documented response to Tier 1 and Tier 2 interventions. Students identified with a Substantial Reading Deficiency (SRD) receive intensive intervention as required. Tier 3 instruction is explicit, systematic, and individualized and is provided in very small groups or one-on-one in addition to Tier 1 and Tier 2 instruction. Tier 3 progress-monitoring data is collected frequently, generally weekly, and school-based MTSS teams formally review student response to intervention at least every four to six weeks, or sooner when data indicate a need for adjustment. During these reviews, teams analyze the student’s rate of improvement, progress toward individualized skill-based goals, mastery of targeted reading skills, performance trends across multiple data points, and fidelity of intervention implementation. Success is demonstrated by a positive rate of improvement, consistent mastery of targeted skills, and progress toward grade-level expectations. When data demonstrate insufficient growth, a flat or negative trend, continued lack of mastery of targeted skills, or performance substantially below expected benchmarks despite intervention being implemented with fidelity, the team engages in problem solving and adjusts the intervention. Adjustments may include increasing frequency or duration, reducing group size, increasing opportunities for explicit instruction and guided practice, or changing the instructional focus or intervention based on diagnostic data. The team continues the cycle of intensive intervention, frequent progress monitoring, fidelity checks, and data review to determine whether the intervention should be maintained, modified, intensified, or whether additional problem-solving and supports are needed.

Grades K-5 Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

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

Students appropriate for Tier 1 core instruction only will demonstrate grade-level proficiency based on multiple data sources, which may include a previous-year FAST ELA PM3 score of Level 3 or above, current-year FAST/STAR universal screening results at or above grade-level benchmark, grade-level performance on classroom and curriculum-based assessments, and satisfactory performance on applicable Lexia Core5 and/or Progress Learning/Liftoff diagnostic and placement data. Teacher observations, prior-year academic performance, progress-monitoring history, and demonstrated mastery of grade-level reading skills will also be considered. No single assessment will be used in isolation to determine instructional need. Students whose multiple data points indicate that they are meeting grade-level expectations and making adequate progress will receive Tier 1 core instruction.

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

- At least 80% of students meet or exceed grade-level benchmarks on universal screening and state/district assessments, such as FAST/STAR. - At least 80% demonstrate adequate progress or growth during established progress-monitoring periods. - At least 80% demonstrate mastery of grade-level standards on classroom, curriculum-based, and common formative assessments.		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
K-2 HMH Into Reading		2021
3-5 Benchmark Advance by Benchmark Education		2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Additional performance criteria that may prompt Tier 2 interventions include students scoring below the 40th percentile on FAST PM2 or PM3, earning an Achievement Level 1 or 2, demonstrating less than 10 points of growth between assessment windows, or showing a flat or negative growth trend on biweekly progress monitoring. Students who consistently score below 70% on district ELA unit assessments or fail to meet two or more ELA benchmarks within a grading period may also be considered for Tier 2 support. These data, along with teacher input and observational evidence, will guide the MTSS team in determining the need for additional intervention.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Previous school year FAST ELA equivalent to Level 2 and below in Grades K-5 Students are identified as potentially needing additional reading support based on a review of multiple data sources. Criteria may include a previous-year FAST ELA PM3 score of Level 2 or below, when applicable by grade level; current-year FAST/STAR universal screening results below grade-level expectations; below-benchmark performance on classroom, curriculum-based, or diagnostic assessments; and identified skill deficits or below-grade-level placement on Lexia Core5 and/or Progress Learning Liftoff assessments, when applicable. The district also considers prior-year academic performance, progress-monitoring history, previous intervention data, teacher observations, and demonstrated mastery of grade-level reading skills. No single assessment is used in isolation to determine student need. Students demonstrating below-grade-level performance, insufficient growth, or reading skill deficits across multiple data points are reviewed through the school-based MTSS problem-solving process to determine the specific area of need and whether Tier 2 or Tier 3 intervention is appropriate.		
Number of times per week interventions are provided: 3-5 days per week Number of minutes per intervention session: 20-30 minutes per 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)

Lexia Core 5 Reading	Moderate	
Progress Learning Reading	Promising	
UFLI Foundations	Moderate	
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Corrective Reading	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language & Literacy	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. K–3 students identified with a substantial deficiency in reading or characteristics of dyslexia receive explicit, systematic, and multisensory intervention targeted to their identified reading deficiencies. UFLI Foundations provides teacher-led instruction incorporating auditory, visual, and kinesthetic/tactile strategies through phonemic awareness activities, visual and auditory drills, blending, manipulation of letters and sounds, word building, decoding, encoding, spelling, and reading connected text. Lexia Core5 supplements this instruction through individualized practice in phonological awareness, phonics, fluency, vocabulary, and comprehension. Progress Learning/Liftoff may be utilized as an additional supplemental support for eligible grade levels to identify skill gaps and provide targeted practice. Student performance and progress-monitoring data are regularly reviewed to adjust intervention intensity and instructional focus based on individual student needs.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Additional performance criteria that may prompt Tier 3 interventions include students who demonstrate insufficient response to Tier 2 interventions despite implementation with fidelity, continue to perform significantly below grade-level expectations, earn an Achievement Level 1 on FAST, or demonstrate minimal, flat, or negative growth across multiple progress-monitoring measures. Students who continue to demonstrate significant deficits on district ELA unit assessments, diagnostic assessments, or targeted reading skill measures despite Tier 2 support may also be considered for Tier 3 intervention. Multiple data sources, including FAST, progress-monitoring data, classroom assessments, intervention data, and teacher observations, will be reviewed by the MTSS team to determine the need for intensive, individualized Tier 3 intervention.		
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: Students will be identified for Tier 3 intervention if they meet one or more of the following criteria: K–2 students scoring below the 10th percentile on beginning-of-year FAST testing; students in grades 3–5 scoring below the 20th percentile on beginning-of-year FAST testing; students who ended the previous school year performing at Achievement Level 1; or students who have been retained. Students meeting these criteria will receive Tier 3 intensive intervention in addition to Tier 1 core instruction and Tier 2 interventions, with progress monitored regularly to determine their response to intervention.		
Number of times per week interventions are provided: 5 days per week		
Number of minutes per intervention session: 30-45 minutes per session		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Core 5 Reading Teacher Led Small Group or 1 on 1 Support	Moderate	
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Corrective Reading Teacher Led Small Group or 1 on 1 Support	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy Teacher Led Small Group or 1 on 1 Support	Promising Evidence	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. K–3 students identified with a substantial deficiency in reading or characteristics of dyslexia receive intensive, explicit, systematic, and multisensory Tier 3 intervention targeted to their identified reading deficiencies. Lexia Core5, SRA Corrective Reading, and Imagine Learning Language & Literacy provide individualized and teacher-directed instruction incorporating visual, auditory, and kinesthetic/tactile strategies, including phonemic awareness, sound-symbol correspondence, letter and sound manipulation, blending and segmenting, decoding and encoding, repeated reading, vocabulary development, and		

comprehension practice. Student performance and progress-monitoring data are reviewed frequently to adjust the intensity and instructional focus of Tier 3 interventions based on individual student needs.

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: During the month of June 2027, one campus will host Summer Reading Camp for all district students. Summer Reading Camp will be held four days per week for four weeks, for a total of 16 instructional days. Camp will operate from 8:00 a.m. to 1:00 p.m., with students receiving a minimum of 240 minutes of reading instruction and intervention per day.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Teachers will instruct using Benchmark Advance materials supplemented with various other evidence-based programs to keep students engaged. Instructional materials will be used to address deficient foundational standards. The selected programs are in distinct alignment to the B.E.S.T. ELA Standards, Science of Reading Components, appropriate ESSA levels of evidence, and needs of the target population.
Alternative Assessment Used: FAST ELA and/or SAT-10
Additional Information (optional):

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?
Progress Learning	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Lexia Power Up	☒ 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 district utilizes a Multi-Tiered System of Supports (MTSS) process to identify students in grades 6–8 who are in need of Tier 2 or Tier 3 interventions. All students participate in universal screening at least three times per year (fall, winter, and spring) using STAR and FAST assessments to identify students who may be at risk for not meeting grade-level reading benchmarks. School-based MTSS teams, including teachers and administrators, review screening and classroom performance data using established cut scores and criteria to identify students performing below grade-level expectations. Students identified as at risk may receive additional diagnostic assessments to determine specific areas of reading deficiency and guide the selection, intensity, and focus of appropriate Tier 2 or Tier 3 interventions.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

For grades 6-8, Glades County School District uses a data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 1 instruction. School-based MTSS teams and PLCs, under the leadership of the principal, review FAST/STAR data, classroom assessments, and other appropriate

measures to identify student, classroom, and grade-level trends. When concerns are identified, teams review the fidelity and effectiveness of core instruction, including alignment to the B.E.S.T. Standards, differentiation, scaffolding, and accommodations for students with disabilities and English language learners. Teachers adjust instruction based on identified needs, and student progress is continually monitored to determine the effectiveness of those adjustments before more intensive interventions are considered.

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

For grades 6-8, Glades County School District uses a data-driven MTSS problem-solving process to evaluate and improve the effectiveness of Tier 2 interventions. School-based MTSS teams, led by the principal, review FAST/STAR data, classroom assessments, diagnostic data, progress-monitoring results, and teacher observations to identify specific skill deficits and select appropriate evidence-based interventions. Tier 2 interventions are provided in addition to Tier 1 instruction through targeted, teacher-led small-group instruction. Student progress is monitored at least biweekly, and intervention data is formally reviewed during regularly scheduled PLC/MTSS meetings, with additional reviews following each FAST progress-monitoring window. Teams examine the student's rate of improvement, progress toward identified skill-based goals, mastery of targeted skills, and consistency of performance across multiple data points. Students demonstrating adequate progress continue with the intervention until targeted skills are mastered and grade-level expectations are met. When data show insufficient growth, a flat or negative trend, continued performance below established benchmarks, or lack of mastery of targeted skills, the MTSS team uses a problem-solving process to determine whether the intervention should be modified in frequency, duration, group size, intensity, or instructional focus. The team also reviews intervention fidelity before determining that a student has not responded adequately. Students who continue to demonstrate insufficient progress despite appropriately implemented and adjusted Tier 2 interventions may be considered for more intensive Tier 3 support. This ongoing cycle of progress monitoring, data review, problem solving, and instructional adjustment ensures that intervention decisions are based on documented student response rather than a single assessment score.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

For grades 6-8, Glades County School District uses a data-driven MTSS problem-solving process to evaluate and improve the effectiveness of Tier 3 interventions. Students are identified for intensive support using multiple data sources, including FAST/STAR screening and progress-monitoring data, diagnostic assessment results, classroom and curriculum-based assessments, Power Up data when applicable, teacher observations, and documented response to Tier 1 and Tier 2 interventions. Tier 3 instruction is explicit, systematic, and individualized and is provided in very small groups or one-on-one in addition to Tier 1 and Tier 2 instruction. Tier 3 progress-monitoring data is collected frequently, generally weekly, and school-based MTSS teams formally review student response to intervention at least every four to six weeks, or sooner when data indicate a need for adjustment. During these reviews, teams analyze the student's rate of improvement, progress toward individualized skill-based goals, mastery of targeted reading skills, performance trends across multiple data points, and fidelity of intervention implementation. Success is demonstrated by a positive rate of improvement, consistent mastery of targeted skills, and progress toward grade-level expectations. When data demonstrate insufficient growth, a flat or negative trend, continued lack of mastery of targeted skills, or performance substantially below expected benchmarks despite intervention being implemented with fidelity, the team engages in problem solving and adjusts the intervention. Adjustments may include increasing frequency or duration, reducing group size, increasing opportunities for explicit instruction and guided practice, or changing the instructional focus or intervention based on diagnostic data. The team continues the cycle of intensive intervention, frequent progress

monitoring, fidelity checks, and data review to determine whether the intervention should be maintained, modified, intensified, or whether additional problem-solving and supports are needed.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Students appropriate for Tier 1 core instruction only will demonstrate grade-level proficiency based on multiple data sources, which may include a previous-year FAST ELA PM3 score of Level 3 or above, current-year FAST/STAR universal screening results at or above grade-level benchmark, grade-level performance on classroom and curriculum-based assessments, and satisfactory performance on applicable Lexia Power Up and/or Progress Learning/Liftoff diagnostic and placement data. Teacher observations, prior-year academic performance, progress-monitoring history, and demonstrated mastery of grade-level reading skills will also be considered. No single assessment will be used in isolation to determine instructional need. Students whose multiple data points indicate that they are meeting grade-level expectations and making adequate progress will receive Tier 1 core instruction.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. • At least 80% of students meet or exceed grade-level benchmarks on universal screening and state/district assessments, such as FAST/STAR. • At least 80% demonstrate adequate progress or growth during established progress-monitoring periods. • At least 80% demonstrate mastery of grade-level standards on classroom, curriculum-based, and common formative assessments.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
StudySync	2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Additional performance criteria that may prompt Tier 2 interventions include students scoring below the 40th percentile on FAST PM2 or PM3, earning an Achievement Level 1 or 2, demonstrating less than 10 points of growth between assessment windows, or showing a flat or negative growth trend on biweekly progress monitoring. Students who consistently score below 70% on district ELA unit assessments or fail to meet two or more ELA benchmarks within a grading period may also be considered for Tier 2 support. These data, along with teacher input and observational evidence, will guide the MTSS team in determining the need for additional intervention.	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

Students who meet the following criteria at the beginning of the school year: Previous school year FAST ELA equivalent to Level 2 and below in Grades 6-8		
Number of times per week interventions are provided: 3-5 times per week Number of minutes per intervention session: 20–30-minute sessions Course(s) where interventions take place: For grades 6–8, reading interventions are provided in addition to Tier 1 core instruction and may occur during a designated reading intervention/intensive reading course, ELA support period, elective period, or other scheduled intervention block.		
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)
Progress Learning Reading	Promising	
Lexia PowerUp Literacy	Promising	
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language & Literacy	Promising	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: For students in grades 6–8, additional performance criteria that may prompt Tier 3 interventions include continued performance significantly below grade-level expectations despite receiving targeted Tier 2 interventions; insufficient progress based on progress-monitoring data; persistent deficiencies on FAST, STAR, classroom assessments, or other diagnostic measures; failing or near-failing course grades; and demonstrated significant skill deficits that interfere with access to grade-level instruction. Students may also be considered for Tier 3 support when data show a lack of response to appropriately implemented Tier 2 interventions. The school-based MTSS team reviews multiple sources of data, including intervention fidelity, frequency and intensity of previous supports, classroom performance, diagnostic results, attendance when relevant, and progress-monitoring trends, to determine whether more intensive, individualized Tier 3 intervention is warranted.		
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: Students who ended the previous school year performing at Achievement Level 1; or students who have been retained.		
Number of times per week interventions are provided: 5 days per week Number of minutes per intervention session: 45-60 minutes Course(s) where interventions take place: For grades 6–8, reading interventions are provided in addition to Tier 1 core instruction and may occur during a designated reading intervention/intensive reading course, ELA support period, elective period, or other scheduled intervention block.		
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 Literacy Teacher Led Small Group or 1 on 1 Support	Promising	
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy Teacher Led Small Group or 1 on 1 Support	Promising	

Grades 9-12

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?
Progress Learning	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Lexia Power Up	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The district utilizes a Multi-Tiered System of Supports (MTSS) process to identify students in grades 9–12 who are in need of Tier 2 or Tier 3 interventions. All students are assessed at least three times per year using universal screening tools, such as FAST, to identify students who may be at risk for not meeting grade-level benchmarks in reading. A school-based MTSS team, including teachers and administrators, reviews screening and other available student performance data using established cut scores and criteria to identify students performing below grade-level expectations. Students identified as at risk may receive additional diagnostic assessments to determine specific skill deficits and areas of need. The MTSS team uses the results of the universal screening, diagnostic assessments, classroom performance, and other relevant data to determine whether Tier 2 or Tier 3 intervention is appropriate and to guide the development of targeted interventions based on each student's identified needs.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

For grades 9-12, Glades County School District uses a data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 1 instruction. School-based MTSS teams and PLCs, under the leadership of the principal, review FAST/STAR data, classroom assessments, and other appropriate measures to identify student, classroom, and grade-level trends. When concerns are identified, teams review the fidelity and effectiveness of core instruction, including alignment to the B.E.S.T. Standards, differentiation, scaffolding, and accommodations for students with disabilities and English language learners. Teachers adjust instruction based on identified needs, and student progress is continually monitored to determine the effectiveness of those adjustments before more intensive interventions are considered.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

For grades 9-12, Glades County School District uses a data-driven MTSS problem-solving process to evaluate and improve the effectiveness of Tier 2 interventions. School-based MTSS teams, led by the principal, review FAST/STAR data, classroom assessments, diagnostic data, progress-monitoring results, and teacher observations to identify specific skill deficits and select appropriate evidence-based interventions. Tier 2 interventions are provided in addition to Tier 1 instruction through targeted, teacher-led small-group instruction. Student progress is monitored at least biweekly, and intervention data is formally reviewed during regularly scheduled PLC/MTSS meetings, with additional reviews following each FAST progress-monitoring window. Teams examine the student's rate of improvement, progress toward identified skill-based goals, mastery of targeted skills, and consistency of performance across multiple data points. Students demonstrating adequate progress continue with the intervention until targeted skills are mastered and grade-level expectations are met. When data show insufficient growth, a flat or negative trend, continued performance below established benchmarks, or lack of mastery of targeted skills, the MTSS team uses a problem-solving process to determine whether the intervention should be modified in frequency, duration, group size, intensity, or instructional focus. The team also reviews intervention fidelity before determining that a student has not responded adequately. Students who continue to demonstrate insufficient progress despite appropriately implemented and adjusted Tier 2 interventions may be considered for more intensive Tier 3 support. This ongoing cycle of progress monitoring, data review, problem solving, and instructional adjustment ensures that intervention decisions are based on documented student response rather than a single assessment score.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

For grades 9-12, Glades County School District uses a data-driven MTSS problem-solving process to evaluate and improve the effectiveness of Tier 3 interventions. Students are identified for intensive support using multiple data sources, including FAST/STAR screening and progress-monitoring data, diagnostic assessment results, classroom and curriculum-based assessments, Lexia Power Up data when applicable, teacher observations, and documented response to Tier 1 and Tier 2 interventions. Tier 3 instruction is explicit, systematic, and individualized and is provided in very small groups or one-on-one in addition to Tier 1 and Tier 2 instruction. Tier 3 progress-monitoring data is collected frequently, generally weekly, and school-based MTSS teams formally review student response to intervention at least every four to six weeks, or sooner when data indicate a need for adjustment. During these reviews, teams analyze the student's rate of improvement, progress toward individualized skill-based goals, mastery of targeted reading skills, performance trends across multiple data points, and fidelity of intervention implementation. Success is demonstrated by a positive rate of improvement, consistent mastery of targeted skills, and progress toward grade-level expectations. When data demonstrate insufficient growth, a flat or negative trend, continued lack of mastery of targeted skills, or performance substantially below expected benchmarks despite intervention being implemented with fidelity, the team engages in problem solving and adjusts the intervention. Adjustments may include increasing frequency or duration, reducing group size, increasing

opportunities for explicit instruction and guided practice, or changing the instructional focus or intervention based on diagnostic data. The team continues the cycle of intensive intervention, frequent progress monitoring, fidelity checks, and data review to determine whether the intervention should be maintained, modified, intensified, or whether additional problem-solving and support are needed.

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: Previous school year FAST ELA equivalent to Level 3 and above in Grades 9-12 Students appropriate for Tier 1 core instruction only will demonstrate grade-level proficiency based on multiple data sources, which may include a previous-year FAST ELA PM3 score of Level 3 or above, current-year FAST/STAR universal screening results at or above grade-level benchmark, grade-level performance on classroom and curriculum-based assessments, and satisfactory performance on applicable Lexia Power Up and/or Progress Learning/Liftoff diagnostic and placement data. Teacher observations, prior-year academic performance, progress-monitoring history, and demonstrated mastery of grade-level reading skills will also be considered. No single assessment will be used in isolation to determine instructional need. Students whose multiple data points indicate that they are meeting grade-level expectations and making adequate progress will receive Tier 1 core instruction.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. - At least 80% of students meet or exceed grade-level benchmarks on universal screening and state/district assessments, such as FAST/STAR. - At least 80% demonstrate adequate progress or growth during established progress-monitoring periods. - At least 80% demonstrate mastery of grade-level standards on classroom, curriculum-based, and common formative assessments.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
StudySync	2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Additional performance criteria that may prompt Tier 2 interventions include students scoring below the 40th percentile on FAST PM2 or PM3, earning an Achievement Level 1 or 2, demonstrating less than 10 points of growth between assessment windows, or showing a flat or negative growth trend on biweekly progress monitoring. Students who consistently score below 70% on district ELA unit assessments or fail to meet two or more ELA benchmarks within a grading period may also be considered for Tier 2 support. These data, along with teacher input and observational evidence, will guide the MTSS team in determining the need for additional intervention.	
Tier 1 Instruction + Tier 2 Interventions	

Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Previous school year FAST ELA equivalent to Level 2 and below in Grades 9-12 Students are identified as potentially needing additional reading support based on a review of multiple data sources. Criteria may include a previous-year FAST ELA PM3 score of Level 2 or below, when applicable by grade level; current-year FAST/STAR universal screening results below grade-level expectations; below-benchmark performance on classroom, curriculum-based, or diagnostic assessments; and identified skill deficits or below-grade-level placement on Lexia Power Up and/or Progress Learning Liftoff assessments, when applicable. The district also considers prior-year academic performance, progress-monitoring history, previous intervention data, teacher observations, and demonstrated mastery of grade-level reading skills. No single assessment is used in isolation to determine student need. Students demonstrating below-grade-level performance, insufficient growth, or reading skill deficits across multiple data points are reviewed through the school-based MTSS problem-solving process to determine the specific area of need and whether Tier 2 or Tier 3 intervention is appropriate.		
Number of times per week interventions are provided: 3-5 times per week Number of minutes per intervention session: 20–30-minute sessions Course(s) where interventions take place: For grades 9-12, reading interventions are provided in addition to Tier 1 core instruction and may occur during a designated reading intervention/intensive reading course, ELA support period, elective period, or other scheduled intervention block.		
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)
Progress Learning Reading	Promising	
Lexia PowerUp Literacy	Promising	
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language & Literacy	Promising	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		

For students in grades 9-12, additional performance criteria that may prompt Tier 3 interventions include continued performance significantly below grade-level expectations despite receiving targeted Tier 2 interventions; insufficient progress based on progress-monitoring data; persistent deficiencies on FAST, classroom assessments, or other diagnostic measures; failing or near-failing course grades; and demonstrated significant skill deficits that interfere with access to grade-level instruction. Students may also be considered for Tier 3 support when data show a lack of response to appropriately implemented Tier 2 interventions. The school-based MTSS team reviews multiple sources of data, including intervention fidelity, frequency and intensity of previous supports, classroom performance, diagnostic results, attendance when relevant, and progress-monitoring trends, to determine whether more intensive, individualized Tier 3 intervention is warranted.

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: Students who ended the previous school year performing at Achievement Level 1; or students who have been retained.		
Number of times per week interventions are provided: 5 days per week Number of minutes per intervention session: 45-60 minutes Course(s) where interventions take place: For grades 9-12, reading interventions are provided in addition to Tier 1 core instruction and may occur during a designated reading intervention/intensive reading course, ELA support period, elective period, or other scheduled intervention block.		
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 Literacy Teacher Led Small Group or 1 on 1 Support	Promising	
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy Teacher Led Small Group or 1 on 1 Support	Promising	

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., 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
Progress Learning	All Staff Levels	Facilitate all staff members in integrating 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
Lexia Training	All Staff Levels	An overview of how to effectively implement the programs to support literacy instruction and intervention. Training will include how to navigate the platform, understand student placement and performance data, monitor student progress and usage, identify specific skill gaps, and use Lexia reports to guide instructional decisions. Staff will also learn how to utilize Lexia's instructional resources and targeted lessons to provide differentiated Tier 1, Tier 2, and Tier 3 support based on individual student needs.
BEESS	All Staff Levels	District personnel provide opportunities to attend BEESS Independent courses (Reading Difficulties, Disabilities and Dyslexia and Structured Literacy through a Multi-Sensory Approach) and the BEESS facilitated Exploring Structured Literacy courses.
Beacon	All Staff Levels	Beacon Educator courses are also provided to our teachers with the outlined Reading and ESOL Endorsement add-on certification as an option.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help		To strengthen the capacity of instructional personnel and certified PreK teachers funded through the Florida Education Finance Program (FEFP), the district provides ongoing,

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.		targeted professional learning opportunities that support educators in earning certifications, credentials, endorsements, and advanced degrees in scientifically researched and evidence-based reading instruction. Professional development is strategically aligned to Florida's Reading Endorsement Competencies and includes a combination of in-person training, virtual coursework, coaching, and collaborative learning communities. Teachers are encouraged and supported in completing the Florida Reading Endorsement through district-sponsored coursework of approved reading certifications. Additionally, educators are provided access to state-approved, evidence-based training modules and literacy academies that focus on the science of reading, early language development, and effective literacy practices for all learners, including English Language Learners and students with reading difficulties such as dyslexia. Through these 47 intentional efforts, the district ensures that instructional staff are well-equipped to deliver high-quality, evidence-based reading instruction and are positioned for professional growth in the field of literacy education.
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Professional learning for educators is intentionally differentiated and intensified based on student performance trends identified through progress monitoring data, such as results from the FAST assessments and local diagnostic tools. District and school-based leadership teams collaborate to analyze disaggregated data to identify patterns of need at the classroom, grade, and individual teacher level. Teachers whose students demonstrate limited growth or persistent reading challenges are provided with targeted professional development tailored to address the specific instructional gaps revealed by the data. This may include focused coaching cycles, modeling of high-impact literacy strategies, data chats, and the use of student work protocols. For educators demonstrating success with student reading outcomes, professional learning is extended to deepen instructional expertise, often through leadership roles such as mentoring, facilitating professional learning communities (PLCs), or participating in curriculum refinement efforts. The intensity and content of support vary according. Teachers may engage in small-group or one-on-one coaching, participate in problem-solving sessions with literacy specialists, or receive additional training in interventions aligned with the science of reading. This data-driven approach ensures that professional learning is responsive, purposeful, and aligned to both educator and student needs, ultimately driving improved literacy outcomes across the district.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.		

Mentor teachers in Glades County are identified based on student achievement data, classroom observation ratings, demonstrated instructional expertise, and leadership qualities. All mentor teachers must have three consecutive years of Effective or Highly Effective evaluation ratings and participate in the Heartland Educational Consortium (HEC) Mentor Program, which partners with Glades County. Mentor teachers typically complete Clinical Educator Training and demonstrate effective implementation of evidence-based instructional practices aligned with Florida's B.E.S.T. Standards. They support colleagues through modeling, coaching, collaboration, data analysis, and feedback. Model classrooms may be established within the classrooms of highly effective mentor teachers to demonstrate strong instructional practices and provide opportunities for peer observation, coaching, and professional learning.

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

Glades County Schools prioritize time for teacher collaboration and professional growth by embedding structured professional learning into the weekly school schedule. Schools allocate protected time. This is typically achieved during early release days, common planning periods, or designated professional learning day, ensuring that teachers have regular opportunities to engage in meaningful, data-driven collaboration. During these weekly sessions, teachers participate in professional learning communities (PLCs), where they analyze student progress monitoring data, plan standards-aligned instruction, and refine evidence-based reading strategies. District and school leaders support this work by providing literacy coaches, instructional specialists, and access to curriculum resources that align with the science of reading and the Florida B.E.S.T. Standards.

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
FAST Bootcamps	Grades 3-12 Lowest Quartile Students	To accelerate learning and improve outcomes on the ELA FAST assessment, we plan to implement targeted FAST Bootcamps for students in the bottom quartile in grades 3-10, as well as for students in grades 11 and 12 who have not yet met the ELA graduation requirement. These bootcamps will focus on small-group instruction, with tutors working with 1-4 students at a time to deliver intensive, data-driven lessons 3-5 times per week. These interventions will be tailored to meet individual student needs, using progress monitoring data to inform instruction and ensure alignment with the Florida B.E.S.T. Standards and the science of reading. Through these layered supports, we aim to close achievement gaps, increase student proficiency, and ensure that all

		learners have equitable access to high-quality literacy instruction.

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., 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.

Glades County School District (GCSD) has established a clear and timely process for notifying parents when a student is identified with a substantial deficiency in reading. Upon identification-based on state-approved progress monitoring tools such as FAST assessments or other diagnostic measures-schools will immediately notify parents or guardians in writing. Notification will occur within 15 school days of identification and will include: A clear explanation that the student has been identified with a substantial reading deficiency A description of the current services the student is receiving to remediate the deficiency Strategies families can use at home to support their child's reading development Schools ensure that this notification is delivered in a parent-friendly format, and translated into the home language when necessary. Additionally, parents are invited to meet with the school team to discuss the reading plan, review intervention supports, and ask questions. Through this proactive and transparent process, GCSD ensures that families are fully informed and actively engaged in their child's literacy journey, in compliance with state law and in support of student success.

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).

Families of students identified with a substantial reading deficiency are provided with access to Read-at Home resources through multiple touchpoints, including initial parent meetings (such as PMP or IEP meetings), Literacy Nights, and Open House events. These resources are designed to support literacy development beyond the classroom and strengthen the home-school connection. All Glades County School District (GCSD) elementary schools actively participate in the New Worlds Reading Initiative. This program offers eligible K-5 students, those identified as substantially deficient in reading, free books each month to help build a robust at-home library. Informational flyers are distributed to families by schools and district offices to promote awareness and provide clear enrollment instructions. These materials are available in multiple languages, including Spanish, Haitian Creole, and Braille, to ensure accessibility for all families. GCSD also highlights resources from Just Read, Florida! on district platforms to ensure families have access to high-quality, research-based tools. In partnership with the Glades County Education Foundation, the district continues to support initiatives that strengthen both classroom and school-wide literacy efforts.

8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

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

Glades County School District prioritizes the assignment of highly effective teachers in kindergarten through grade 2 by considering teacher evaluation ratings, instructional expertise, student achievement and growth data, and demonstrated effectiveness in early literacy instruction when making staffing decisions. School and district administrators work collaboratively to place highly effective teachers, as identified through the district's evaluation system pursuant to s. 1012.34(2)(e), F.S., in primary-grade classrooms whenever possible, with particular consideration given to classrooms and student populations demonstrating the greatest academic need. Staffing decisions also consider

teacher certification, experience, strengths in evidence-based reading instruction, and the specific needs of students. The district continually reviews student performance and teacher effectiveness data to support strategic placement of effective and highly effective teachers in grades K–2.

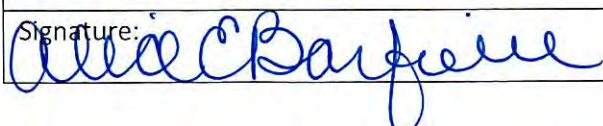
9) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

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
AEB	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.
AEB	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.
AEB	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.
AEB	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
AEB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A6.053(4), F.A.C.
AEB	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.
AEB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading
AEB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.

k	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.
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Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature: 	Date: 9/10/26
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