

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	Kimberly Crowder	Kimberly.crowder@hamiltonfl.com	386-792-7808
Data Element	Samantha Norris	Samantha.norris@hamiltonfl.com	386-792-7823
Third Grade Promotion	Kathy Griffin	Kathy.griffin@hamiltonfl.com	386-792-8001
Multi-Tiered System of Supports	Kelly Johnson	Kelly.johnson@hamiltonfl.com	387-792-8017
Other (Enter Responsibility)			
Superintendent	Lee Zamora	Dorothy.zamora@hamiltonfl.com	386-792-7802
Director of Teaching and Learning (Curriculum, Instruction and Assessment)	Chris Combass	Chris.combass@hamiltonfl.com	386-792-7814
Director of Administrative Services (Teacher Certification/Alternate Reading Contact)	Carol Milton	Carol.milton@hamiltonfl.com	386-792-7812

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		
Literacy coaches	6156.94	.50
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps	\$8,611.63	
Summer reading camps		
Secondary Expenses		
Literacy coaches	6156.94	.50
Intervention teachers	78,827.74	1.0
Scientifically researched and evidence-based supplemental instructional materials		
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		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	99,753.25	

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	1	1	50	70

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

The district will provide ongoing professional learning and support for VPK staff focused on improving early literacy outcomes through the implementation of evidence-based instructional practices aligned to the Science of Reading. Professional Learning Communities (PLCs), job-embedded coaching, instructional modeling, and collaborative planning will support teachers in strengthening literacy instruction. School- and district-level learning walks will be conducted to gather instructional data, identify areas of need, and provide targeted support. Additional intervention support will be provided for identified at-risk students to accelerate literacy development and build foundational skills necessary for future reading success.

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	23	13	84	84
1	29	17	70	71
2	30	11	62	63
3	25	12	60	62
4	29	12	33	59
5	31	17	36	54
6	15	22	41	55
7	38	20	43	57
8	54	26	26	54
9	44	26	36	54
10	48	26	40	54

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	Evidence-based strategies, student engagement, rigorous instruction through monthly instructional reviews	FAST Progress Monitoring – 3 times per year. DIBELS Progress Monitoring will be administered 3 times per year for all K-2 students.
Actions for continuous support and improvement	Conduct monthly Teaching and Learning meetings and principal meetings to discuss instruction, review data as applicable, and develop action steps for improvement	Weekly Grade Level PLCs and monthly Grade Level Data meetings focused on the continuous improvement cycle for literacy instruction. MTSS meetings for targeted students focused on interventions and student progress for Tier 2/3. Student data chats following each FAST progress monitoring administration.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Evidence-based strategies, student engagement, rigorous instruction through monthly instructional reviews	FAST Progress Monitoring – 3 times per year. Evidence-based strategies, student engagement, rigorous instruction through weekly instructional reviews.
Actions for continuous support and improvement	Conduct monthly Teaching and Learning meetings and principal meetings to discuss instruction, review data as applicable, and develop action steps for improvement	Weekly Grade Level PLCs and monthly Grade Level Data meetings focused on the continuous improvement cycle for literacy instruction. MTSS meetings for targeted students focused on interventions and student progress for Tier 2/3. Student data chats following each FAST progress monitoring administration.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Evidence-based strategies, student engagement, rigorous instruction through monthly instructional reviews	FAST Progress Monitoring – 3 times per year. ACT, SAT, CLT after each assessment administration. Evidence-based strategies, student engagement, rigorous instruction through weekly instructional reviews.

Actions for continuous support and improvement	Conduct monthly Teaching and Learning meetings and principal meetings to discuss instruction, review data as applicable, and develop action steps for improvement	Weekly Grade Level PLCs and monthly Grade Level/ Department meetings focused on the continuous improvement cycle for literacy instruction. Quarterly data meetings with teachers. Student data chats following each FAST progress monitoring administration.
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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.

The district will continue implementation of the University of Florida Literacy Initiative (UFLI) Foundations program as the foundational phonics program for grades K–2, while strengthening collaborative planning to support rigorous Tier 1 literacy instruction. Teacher support will continue to be differentiated through a tiered system of support based on instructional data, identified needs, and opportunities for targeted professional learning and coaching.

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

Principals will monitor implementation of the District Reading Plan through ongoing instructional walkthroughs, review of student assessment data, and participation in PLCs, data meetings, and MTSS problem-solving teams. Reading walkthroughs will be conducted weekly to monitor the implementation of evidence-based reading practices, alignment to the B.E.S.T. Standards, and effectiveness of instructional supports. Data collected through walkthroughs and student performance reviews will inform targeted coaching, professional learning, and instructional adjustments to improve literacy outcomes.

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 will monitor the collection and use of assessment and progress monitoring data through grade-level data meetings, PLCs, and MTSS meetings. Administrators will review data to ensure instructional decisions, intervention placement, and student support plans are aligned to identified needs. Data trends will be used to provide targeted professional learning, coaching, and support for teachers in implementing evidence-based reading instruction.

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

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

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

☒ Yes

☐ No

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

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

The literacy coach model is communicated to principals through monthly Teaching and Learning meetings and principal meetings, school-level meetings, emails, and face-to-face meetings as needed. It is also

embedded within the Clinical Educator professional learning as we train teacher leaders to serve as peer coaches.

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

Literacy coaches are supported by the district through participation in the monthly Teaching and Learning meetings which provide the coaches with updates, concerns, and suggestions for targeted areas of coaching. Support is also provided through participation in ongoing professional learning.

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?

District and school-based instructional leaders participate in monthly Teaching and Learning meetings where progress monitoring, assessment, and student achievement data are analyzed to identify instructional priorities and areas of need. In collaboration with school and district administrators, instructional leaders use these data to establish coaching priorities, support teachers in setting instructional goals, develop action plans, and provide targeted job-embedded coaching and professional learning aligned to identified needs.

District and school-based instructional leaders also collaborate with key district personnel to coordinate specialized professional learning and targeted coaching support through regional partners and outside consultants, when appropriate. Coaching activities are continuously refined based on student performance data, classroom observations, and teacher feedback to ensure support remains responsive and focused on improving instructional practice and student outcomes.

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

The district will monitor implementation through regular classroom observations, coaching logs, professional learning participation records, lesson plan reviews, and analysis of student achievement and progress monitoring data. District and school-based instructional leaders will conduct periodic data reviews to assess fidelity of implementation, identify areas of need, and adjust coaching and professional learning to improve instructional practices and student outcomes.

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

The effectiveness of implementation will be measured through multiple sources of evidence, including classroom observation data, instructional walkthroughs, coaching logs, teacher participation in professional learning, and teacher feedback surveys. Student outcomes will be monitored through progress monitoring assessments, district benchmark assessments, state assessment results, and other formative assessment data to determine the impact on student achievement. District and school-based instructional leaders will review these data regularly to evaluate progress toward established goals, identify areas requiring additional support, and make adjustments to coaching and professional learning as part of the district's continuous improvement process.

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?

The district's strategic plan aligns with Florida's Formula for Reading Success by implementing a comprehensive, data-driven system of professional learning, evidence-based literacy instruction, and ongoing instructional support. District and school-based leaders, including the Superintendent, Teaching and Learning Team, Professional Learning Coordinator, Exceptional Student Education Coordinator, ELL Specialist, MTSS Specialist, administrators, and curriculum coordinators, collaborate through professional learning and school-based Professional Learning Communities (PLCs) to build teacher capacity in implementing the B.E.S.T. Standards and evidence-based reading instruction across the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Instructional teams conduct comprehensive reviews of screening, diagnostic, and progress monitoring data to plan Tier I instruction, assign students to appropriate intervention tiers, and provide targeted supports based on individual student needs. Students with Individualized Education Programs (IEPs) and English Language Learner (ELL) plans receive services aligned with their identified needs, and intervention plans are continuously refined using ongoing student progress data.

The district partners with the Northeast Florida Educational Consortium (NEFEC) and the State Regional Literacy Director to provide targeted professional learning on the B.E.S.T. Standards, evidence-based literacy practices, and English Language Development (ELD) Standards.

Implementation is monitored through collaborative data reviews, lesson plan analysis, classroom learning walks, and ongoing instructional coaching. District and school-based instructional leaders use student achievement and progress monitoring data to evaluate the effectiveness of instruction and interventions, provide targeted support, and make data-informed adjustments to ensure all students progress toward reading proficiency.

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.

Using FAST-STAR, PreK students will be assessed three times per year. School-based Administration, Coordinator of Exceptional Student Education, Coordinator of Professional Learning, and District Reading Coach will review fall data with PreK teachers to plan appropriate instruction based on Florida Early Learning and Development Standards. Instructional staff will be supported in the use of the district adopted evidence-based curriculum and strategies for teaching foundational skills. Students identified with significant deficiencies will be given additional differentiated support. Students with IEPs or ELL plans will receive support as determined by their plan. Teachers implementing interventions will maintain ongoing data on student progress to address the needs of ELLs and Students with Disabilities.

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

Prek On My Way is the district adopted core instructional material for Prek. Supplemental materials include Heggerty and VPK Learning Center Activities (Office of Early Learning).

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.](#)

Differentiated small group instruction for targeted deficiencies are provided in the classroom. Additional interventions are provided by a designated interventionist and/or an individual with a literacy micro-credential. Instructional methodology includes using multisensory instructional materials and evidence-based strategies for teaching the foundational 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?
Other District Assessment (Enter name of assessment. Then, select all that apply.) Mindplay	☐ 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
Other District Assessment (Enter name of assessment. Then, select all that apply.) Wonders Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.) iReady	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

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

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

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

Hamilton County School District utilizes a Multi-Tiered System of Supports framework to systematically identify students in grades K-3 who require Tier 2/Tier 3 interventions. The decision tree for K-5 defines the process the MTSS team will utilize to identify students in grades K-3. The identification process is collaborative, data-driven, and occurs throughout the school year, using multiple data points, to ensure students receive appropriate instruction to meet their goals. Data from state assessments (PM1, PM2, and PM3) and other district assessments are reviewed during collaborative planning sessions with administration, teachers, coaches, and MTSS team members. Tier 3 interventions are provided to students identified as having a substantial reading deficiency. The decision tree provides guidance for appropriate interventions and materials.

To implement tiered reading instruction, the following process is used:

Tier 2 Interventions

Following a review of assessment and progress monitoring data, students who are not meeting grade-level expectations will be identified and placed in small groups for targeted Tier 2 interventions. Instruction will be aligned to each student's specific areas of need and delivered using evidence-based, explicit, and systematic strategies. Student progress will be monitored at least every two weeks to evaluate effectiveness and guide instructional adjustments.

Tier 3 Interventions

Students who do not demonstrate sufficient progress in Tier 2 will receive more intensive, individualized Tier 3 interventions. These interventions will be delivered in very small groups or individually, focusing on specific skill deficits with increased intensity and scaffolding. Progress monitoring will occur at least weekly to inform instructional decisions. If progress monitoring data indicates limited growth at Tier 3, students will be referred to the formal MTSS problem-solving process for additional evaluation and support.

Ongoing Data Review

In addition to frequent progress monitoring, student performance data are reviewed monthly during data team meetings. These reviews guide tier placement decisions and inform adjustments to intervention

intensity, duration, and instructional focus to ensure all students receive the support needed to make progress in reading.

Data Review and Identification

Universal screening and progress monitoring data from FAST-Star Early Literacy, FAST-Star Reading, the i-Ready diagnostic and classroom formative assessments are reviewed by school and district leadership and classroom teachers after each administration window. Grade-level data sets are examined to identify students who fall below the performance criteria stated in the K-5 Assessment/Curriculum Decision Tree. Students who meet those criteria are flagged on the school data tracking roster and brought forward to the next problem-solving meeting.

Problem Solving and Decision Making

The school-based MTSS/problem-solving team meets monthly and includes the principal or designee, the literacy coach, the classroom teacher, the Coordinator of Exceptional Student Education or designee and, as needed, the school counselor and other support service providers. The team follows the four-step problem-solving process: define the problem using screening and progress monitoring data, analyze why the problem is occurring, develop and implement an intervention plan, and evaluate the student response to that plan. Decisions to move a student into Tier 2 or Tier 3 are made by the team using the decision tree criteria, the student rate of progress toward the established goal, and the intensity of support the student is already receiving.

Development and Monitoring of Intervention Plans

When a student is placed in Tier 2 or Tier 3, the team develops an intervention plan identifying the targeted reading component, the evidence-based program or strategy to be used, group size, frequency and duration of sessions, the person responsible for delivering the intervention, and the progress monitoring tool and schedule. For students identified with a substantial reading deficiency, this plan serves as the individualized progress monitoring plan. Tier 2 progress is monitored at least every two weeks and Tier 3 progress at least weekly. Intervention plans are reviewed at data meetings, and interventions are intensified, changed or faded based on the documented student response.

Parent Communication

Parents are notified when a student is identified with a substantial reading deficiency and receive information about the intervention plan and strategies for supporting reading at home. Parents receive written progress updates at least once each grading period, are invited to participate in problem-solving meetings when a plan is developed or revised and are consulted in the development of plans for students with reading deficiencies.

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

Hamilton County School District utilizes a Multi-Tiered System of Supports framework to systematically identify students in grades 4-5 who require Tier 2/Tier 3 interventions. The decision tree for K-5 defines the process the MTSS team will utilize to identify students in grades 4-5. The identification process is collaborative, data-driven, and occurs throughout the school year, using multiple data points, to ensure students receive appropriate instruction to meet their goals. Data from state assessments (PM1, PM2, and PM3) and other district assessments are reviewed during collaborative planning sessions with administration, teachers, coaches, and MTSS team members. Tier 3 interventions are provided to students identified as having a substantial reading deficiency. The decision tree provides guidance for appropriate interventions and materials.

To implement tiered reading instruction, the following process is used:

Tier 2 Interventions

Following a review of assessment and progress monitoring data, students who are not meeting grade-level expectations will be identified and placed in small groups for targeted Tier 2 interventions. Instruction will be aligned to each student's specific areas of need and delivered using evidence-based, explicit, and

systematic strategies. Student progress will be monitored at least every two weeks to evaluate effectiveness and guide instructional adjustments.

Tier 3 Interventions

Students who do not demonstrate sufficient progress in Tier 2 will receive more intensive, individualized Tier 3 interventions. These interventions will be delivered in very small groups or individually, focusing on specific skill deficits with increased intensity and scaffolding. Progress monitoring will occur at least weekly to inform instructional decisions. If progress monitoring data indicates limited growth at Tier 3, students will be referred to the formal MTSS problem-solving process for additional evaluation and support.

Ongoing Data Review

In addition to frequent progress monitoring, student performance data are reviewed monthly during data team meetings. These reviews guide tier placement decisions and inform adjustments to intervention intensity, duration, and instructional focus to ensure all students receive the support needed to make progress in reading.

Data Review and Identification

Universal screening and progress monitoring data from FAST, the i-Ready diagnostic, and classroom formative and standards-based assessments are reviewed by school and district leadership and classroom teachers after each administration window. Grade-level data sets are examined to identify students who fall below the performance criteria stated in the K-5 Assessment/Curriculum Decision Tree. Students who meet those criteria are flagged on the school data tracking roster and brought forward to the next problem-solving meeting.

Problem Solving and Decision Making

The school-based MTSS/problem-solving team meets monthly and includes the principal or designee, the literacy coach, the classroom teacher, the Coordinator of Exceptional Student Education or designee and, as needed, the school counselor. The team follows the four-step problem-solving process: define the problem using screening and progress monitoring data, analyze why the problem is occurring, develop and implement an intervention plan, and evaluate the student response to that plan. Decisions to move a student into Tier 2 or Tier 3 are made by the team using the decision tree criteria, the student rate of progress toward the established goal, and the intensity of support the student is already receiving.

Development and Monitoring of Intervention Plans

When a student is placed in Tier 2 or Tier 3, the team develops an intervention plan identifying the targeted reading component, the evidence-based program or strategy to be used, group size, frequency and duration of sessions, the person responsible for delivering the intervention, and the progress monitoring tool and schedule. Tier 2 progress is monitored at least every two weeks and Tier 3 progress at least weekly. Intervention plans are reviewed at data meetings, and interventions are intensified, changed or faded based on the documented student response. Students who do not respond to Tier 3 intervention are referred to the formal MTSS problem-solving process for further evaluation.

Parent Communication

Parents are notified when a student is identified as needing Tier 2 or Tier 3 intervention and receive a information about the interventions the student will receive, the progress monitoring schedule and strategies for supporting reading at home. Parents receive progress updates at least once each grading period and are invited to participate in problem-solving meetings when a plan is developed or revised.

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.

The district will use progress monitoring data from FAST STAR and Cambium to identify K-3 students with characteristics of dyslexia. Identified students will be placed on Tier 3 and will receive additional supports aligned to the areas of deficiencies.

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

Based on FAST STAR or Cambium, K-3 students with characteristics of dyslexia will be administered screening using FAST STAR CBM, iReady, or MindPlay,

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

The District Teaching and Learning Team reviews progress monitoring data and conducts instructional reviews to monitor implementation and effectiveness. Based on progress monitoring data and information collected during learning walks, targeted professional learning and/or coaching is implemented to assist teachers with improving Tier 1 instruction and increase student achievement.

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

Effectiveness of Tier 2 interventions are monitored through data reviews by the school leadership team with teachers, MTSS meetings, and District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans and conducting instructional reviews to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.

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

Effectiveness of Tier 3 interventions are monitored through weekly data review by classroom teachers, monthly data chats by the school leadership with grade level team, MTSS meetings, and District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans and conducting instructional reviews to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.

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:

(Enter assessment criteria that will be used.)

Kindergarten through Grade 5 students who meet the following criteria are served through Tier 1 core instruction:

FAST PM 3 (previous grade): Level 3, 4 or 5 in Kindergarten through Grade 5; and/or

FAST PM 1 (current grade): 40th percentile and above in Kindergarten through Grade 5; and/or

i-Ready (PM 1) scale score at or above: 362 (Kindergarten), 434 (Grade 1), 489 (Grade 2), 511 (Grade 3), 557 (Grade 4), 581 (Grade 5).

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

Students score on or above grade level on PM tools, appropriate for the assessment window.		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
McGraw-Hill Wonders (2026 Edition) – Florida State adopted curriculum	2025	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Students score below grade level on iReady diagnostic assessments and/or • Students score below 40th Percentile on PM FAST Assessments and/or • Students earn D/F in ELA (standards-based, grade-level assessments and coursework. • The student has demonstrated deficits in one or more components of reading, as evidenced by consecutive formative assessment results and teacher observation data.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: *Any student who is unable to complete FAST-Star or FAST-Star Early Literacy, is conditionally placed or retained in current grade, scored Level 1 or 2 on prior year FAST-Star or FAST-Star Early Literacy OR scored less than 40th percentile on PM 1 of current year. Kindergarten through Grade 5 students who meet the following criteria receive Tier 1 instruction plus Tier 2 interventions: FAST PM 3 (previous grade): 39th percentile or below in Kindergarten, Grade 1 and Grade 2; Level 1 (retained) in Grade 3; Level 1 or 2 in Grade 4 and Grade 5; and/or FAST PM 1 (current grade): below the 40th percentile in Grade 3, Grade 4 and Grade 5; and/or i-Ready scale score at or below: 361 (Kindergarten), 433 (Grade 1), 488 (Grade 2), 510 (Grade 3), 556 (Grade 4), 580 (Grade 5).		
Number of times per week interventions are provided: 3-4 times per week Number of minutes per intervention session: 15-20 minutes each 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)
Wonders		Wonders provides Tier 2 literacy intervention support through explicit, systematic instruction aligned with evidence-based recommendations from the Institute of Education Sciences (IES) What Works Clearinghouse Practice Guides. Instruction targets foundational skills, vocabulary, fluency, and comprehension through targeted lessons, teacher modeling, guided practice, and opportunities for application. Wonders aligns with

		<i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> (WWC Practice Guide 15), including Recommendation 1 (academic language and vocabulary), Recommendation 2 (phonological awareness and sound-symbol relationships), Recommendation 3 (decoding, word analysis, and spelling), and Recommendation 4 (daily reading of connected text to build fluency and comprehension). For students in Grades 4–5, instruction also aligns with <i>Providing Reading Interventions for Students in Grades 4–9</i> (WWC Practice Guide 29), including Recommendation 1 (decoding multisyllabic words), Recommendation 2 (fluency-building activities), and Recommendation 3 (comprehension-building practices). Student progress is monitored regularly, and instructional adjustments are made based on data to address individual literacy needs. The district will support and monitor implementation of Wonders through initial program training for all K-5 ELA teachers, ongoing job-embedded coaching from school and district admin, participation in professional learning communities, weekly lesson plan review, and administrative and district instructional walkthroughs. Fidelity is monitored through walkthrough data, data chats and review of student progress monitoring results, and additional professional learning is scheduled whenever walkthrough or student data indicate a need.
Magnetic Reading™ (Grades 3–5), Curriculum Associates, LLC — Supplemental reading comprehension program. This is Magnetic Reading, not Magnetic Reading Foundations (K–2)	Moderate	
UFLI Foundations		UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation(s): *2 (Strong)-Develop awareness of the segments of sound in speech and how they link to letters.

		-Level 1-Teach students to recognize and manipulate segments of sound in speech. -Level 2-Teach students letter-sound relationships. -Level 3-Using word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness. *3 (Strong)-Teach students to decode words, analyze word parts, and write and recognize words. -Level 1-Teach students to blend letter sounds and sound-spelling patterns from left to right withing a word to produce a recognizable pronunciation. -Level 2-Instruct students in common sound-spelling patterns. -Level 3-Teach students to recognize common word parts. -Level 4-Have students read decodable words in isolation and in text. -Level 5-Teach regular and irregular high-frequency words so that students can recognize them efficiently. -Level 6-Introduce non-decodable words that are essential to the meaning of the text as whole words. These recommendations were built into the program by providing teachers with explicit, systematic, multisensory instruction that follows an eight-step routine targeting the following foundational reading skills: phoneme blending and segmentation practice, accuracy and automaticity of grapheme- phoneme correspondences, decoding automaticity of words with previously learned concepts, explicit introduction of new concepts, decoding and encoding practice, reading and spelling irregular words, reading and spelling connected text. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching
Heggerty Phonemic Awareness Curriculum		The Heggerty Phonemic Awareness curriculum does not meet strong, moderate, or promising levels of evidence under ESSA guidelines. However, the program is grounded in evidence-based instructional practices aligned with recommendations from the What Works

		Clearinghouse (WWC) Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Specifically, it aligns with Recommendation 2, which holds a strong level of evidence and encourages the development of students' awareness of the segments of sound in speech and how those sounds link to letters. Within that recommendation, Level 1 emphasizes the importance of teaching students to recognize and manipulate sound segments in spoken language. Heggerty addresses this recommendation through daily, explicit, and systematic instruction in phonological and phonemic awareness skills such as rhyming, onset and rime, phoneme isolation, blending, segmenting, and manipulation. These foundational skills are essential precursors to effective decoding and reading development. To support implementation of the Heggerty program, the district will identify and enroll students based on screening data and phonological awareness needs. Instructional time will be allocated in the daily schedule to ensure consistent delivery of the program. Additionally, teachers and interventionists will receive training in the use of Heggerty, along with ongoing professional learning and support to promote high-quality implementation. The district will monitor the use of the program through fidelity checks, coaching, and regular review of student progress data.
Phonics for Reading		Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: (Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade), Recommendation(s): *2 (Strong)-Develop awareness of the segments of sound in speech and how they link to letters. --Level 1-Teach students to recognize and manipulate segments of sound in speech. *3 (Strong)-Teach students to decode words, analyze word parts, and write and recognize words. --Level 1-Teach students to blend letter sounds and sound-spelling patterns from left to right

		within a word to produce a recognizable pronunciation. --Level 2-Instruct students in common sound-spelling patterns. --Level 3-Teach students to recognize common word parts. --Level 4-Have students read decodable words in isolation and in text. --Level 5-Teach regular and irregular high-frequency words so that students can recognize them efficiently. These recommendations were built into the program by phonics instruction, fluency-building activities, and vocabulary-building practice. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support for Phonics for Reading for professional learning.
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)
MindPlay Virtual Reading Coach		<u>MindPlay</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation(s): *2 (Strong)-Develop awareness of the segments of sound in speech and how they link to letters. -Level 1-Teach students to recognize and manipulate segments of sound in speech. -Level 2-Teach students letter-sound relationships. -Level 3-Using word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness. *3 (Strong)-Teach students to decode words, analyze word parts, and write and recognize words. -Level 1-Teach students to blend letter sounds and sound-spelling patterns from left to right withing a word to produce a recognizable pronunciation.

		-Level 2-Instruct students in common sound-spelling patterns. -Level 3-Teach students to recognize common word parts. -Level 4-Have students read decodable words in isolation and in text. -Level 5-Teach regular and irregular high-frequency words so that students can recognize them efficiently. -Level 6-Introduce non-decodable words that are essential to the meaning of the text as whole words. These recommendations were built into the program by explicit phonics instruction and practice. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support for MindPlay for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay Virtual Reading Coach		See verbiage above.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Heggerty - The Heggerty Phonemic Awareness Curriculum is intentionally designed to be multisensory, engaging students through auditory, visual, and kinesthetic-tactile modalities to strengthen phonological and phonemic awareness skills. UFLI Foundations -UFLI Foundations Toolbox (developed by the University of Florida Literacy Institute) is a structured, Science of Reading-aligned phonics program that strongly emphasizes multisensory learning. Lessons incorporate visual elements through letter cards, decodable texts, and sound walls. Auditory processing is developed through systematic phonemic awareness and phonics instruction. Kinesthetic activities such as sky writing, arm tapping, and finger spelling help reinforce sound/symbol connections. Tactile elements may include the use of whiteboards, manipulatives, and textured materials like sandpaper letters. Each lesson follows a consistent, interactive routine that engages multiple senses to strengthen decoding, encoding, and word recognition skills. UFLI's design is closely aligned with Orton-Gillingham principles, making it a particularly effective resource for students with characteristics of dyslexia. MindPlay -MindPlay's multisensory approach incorporates auditory, visual, and kinesthetic components to enhance reading instruction, grounded in the Orton-Gillingham methodology. Students see and hear instructional content while also engaging with the material through interactive, activity-based exercises that involve movement and touch to reinforce learning and develop automaticity.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Students score two or more years below grade level on iReady diagnostic assessments and/or • Students score below 10th Percentile on PM FAST Assessments (Grade 3, below 20th		

percentile) and/or

- Students earn F in ELA (standards-based, grade-level assessments and coursework)
- The student has demonstrated deficits in one or more components of reading, as evidenced by consecutive formative assessment results and teacher observation data.

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:

(Enter assessment criteria that will be used.)

Any student that has been conditionally placed, retained in current grade, identified as developmentally delayed, or is unable to complete practice items on FAST-Star Early Literacy or FAST-Star.

Kindergarten through Grade 5 students who meet the following criteria receive Tier 1 instruction plus Tier 2 and Tier 3 interventions:

FAST PM 3 (previous grade): Level 1 in Kindergarten through Grade 5, including Level 1 (retained) in Grade 3; and/or

FAST PM 1 (current grade): 9th percentile or below in Kindergarten, Grade 1, Grade 2, Grade 4 and Grade 5; 20th percentile or below in Grade 3; and/or

i-Ready scale score at or below: 325 (Kindergarten), 346 (Grade 1), 418 (Grade 2), 473 (Grade 3), 495 (Grade 4), 541 (Grade 5).

Number of times per week interventions are provided:

4-5 times per week

Number of minutes per intervention session:

15-20 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)
Sound Partners	Strong	
UFLI		See verbiage in Tier 2.
Heggerty Phonemic Awareness Curriculum		See verbiage in Tier 2
Phonics for Reading		See verbiage in Tier 2.
iReady Teacher Toolbox – Teacher-Led Small Group Lessons		While i-Ready reading does not meet strong, moderate or promising levels of evidence, according to the WWC Practice Guide Assisting Student Struggling with Reading (K-3), the following recommendations support the program - Screening: Strong - Differentiation (small group): Moderate - Intensive, systematic instruction: Moderate - Progress Monitoring: Strong - PL (teacher ongoing PL): Low These recommendations from WWC were built into the program by i-Ready, which again include Screening, small-group differentiation, intensive systematic instruction through the Teacher Toolbox, ongoing progress monitoring through diagnostic tests and on demand smaller

		assessments as needed. The district supports and monitors implementation with monthly instructional walkthroughs, and more frequent (weekly) walkthroughs by school administrators. The district also reviews data from i-Ready assessments, both diagnostic, PM and screening. Formal PL is conducted annually by the district with support from i-Ready, however, more regular PL is provided at the school level from model teachers and intervention teachers during PLCs.
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)
MindPlay Virtual Reading Coach - Teacher-Led Small Group Lessons		<u>MindPlay</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation(s): *1 (Strong)-Build students' decoding skills so they can read complex multi-syllabic words. --Level 1-Identify the level of students' word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary. --Level 2-Teach students a routine they can use to decode multisyllabic words. --Level 4-Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity. These recommendations were built into the program by using letter tiles to identify sounds to build words and teaching students how to read words through the teaching of prefixes, suffixes, and syllable types. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support for MindPlay for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay Virtual Reading Coach - Teacher-Led Small Group Lessons		See verbiage above.

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

Heggerty - The Heggerty Phonemic Awareness Curriculum is intentionally designed to be multisensory, engaging students through auditory, visual, and kinesthetic-tactile modalities to strengthen phonological and phonemic awareness skills.

UFLI Foundations -UFLI Foundations Toolbox (developed by the University of Florida Literacy Institute) is a structured, Science of Reading-aligned phonics program that strongly emphasizes multisensory learning. Lessons incorporate visual elements through letter cards, decodable texts, and sound walls. Auditory processing is developed through systematic phonemic awareness and phonics instruction. Kinesthetic activities such as sky writing, arm tapping, and finger spelling help reinforce sound/symbol connections. Tactile elements may include the use of whiteboards, manipulatives, and textured materials like sandpaper letters. Each lesson follows a consistent, interactive routine that engages multiple senses to strengthen decoding, encoding, and word recognition skills. UFLI's design is closely aligned with Orton-Gillingham principles, making it a particularly effective resource for students with characteristics of dyslexia.

MindPlay -MindPlay's multisensory approach incorporates auditory, visual, and kinesthetic components to enhance reading instruction, grounded in the Orton-Gillingham methodology. Students see and hear instructional content while also engaging with the material through interactive, activity-based exercises that involve movement and touch to reinforce learning and develop automaticity.

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: Monday – Thursday 9:00-1:30 3 weeks (12 days) An additional session may be offered in July based on data.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Magnetic Reading
Alternative Assessment Used: iReady
Additional Information (optional): Only teachers who meet the criteria required for the provision of instruction will be hired to teach Summer Reading Camp. Summer Reading Camp is provided to grade 3 students who scored a level one and low level

two, depending on numbers, and will be taught by highly effective reading endorsed or reading certified teachers.

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. Pending available funding, the district plans to provide students rising to grades K-5 the opportunity to attend a Summer Literacy Program. Students will be enrolled in classes based on reading assessment data. Students with a significant reading deficiency will be grouped in classes with lower student numbers to provide targeted interventions.

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?
Other District Assessment (Enter name of assessment. Then, select all that apply.) myPerspective Assessments	☒ 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
Other District Assessment (Enter name of assessment.)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☒ Screening ☒ Progress Monitoring ☒ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly

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?
Then, select all that apply.) Mindplay	☐ All Students ☒ Select Student	☒ Fluency ☒ Vocabulary ☐ Comprehension	☐ Summative	☐ 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 decision tree for grades 6-8 defines the process the MTSS/grade level teams will use to identify students in grades 6-8 who are in need of Tier 2/3 interventions.

The school administration meets with grade level teams at the beginning of each year to review data from FAST PM3. Students scoring a Level 1 on the state assessment are already enrolled in Intensive Reading courses to provide appropriate instructional interventions and materials. Data is again reviewed after PM1 to determine if adjustments need to be made for specific students.

The ELA and Intensive Reading teacher collaborate weekly to plan ongoing instruction and intervention for students. School grade level teams meet monthly to review progress monitoring data and determine the next steps for instruction. The decision tree provides guidance to the teams for appropriate interventions and materials.

Department chairs, lead teachers, and school/district administrators provide support to individual teachers throughout the month as needed. Teachers review their classroom data on a weekly basis to inform their instructional practices.

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?

Tier 1 instruction is monitored through a comprehensive system of assessment, data analysis, and instructional review to ensure effective implementation and support the literacy needs of all students. Students participate in the Florida Assessment of Student Thinking (FAST) assessments three times annually, with results used to inform instructional planning and intervention decisions. Progress monitoring, and regular review of instructional practices are used to identify students demonstrating adequate progress as well as those requiring additional support. The District Teaching and Learning Team reviews progress monitoring data and conducts learning walks to monitor the implementation and effectiveness of evidence-based instructional practices. Data gathered through assessments and classroom observations are used to identify areas for improvement, provide targeted professional learning and coaching, and support teachers in strengthening Tier 1 instruction to improve student achievement.

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

Effectiveness of Tier 2 interventions are monitored through data review by the school leadership with teachers and the District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans, conducting instructional reviews to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.

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

Tier 3 intervention effectiveness is monitored through frequent progress monitoring, data-driven decision making, and individualized instruction adjustments. This involves regular assessments, analysis of student responses to intervention, and modifications to instruction based on the data.

Escalation of Processes Across Tiers

Processes and procedures become increasingly targeted and intensive as grades 6-8 students move across tiers. This is determined by data to support appropriate intervention shifts. This may include increased monitoring and reduced group size as appropriate.

Data use: Tier 1 decisions are made from grade-level and class-level FAST and i-Ready data reviewed by school leadership and the District Teaching and Learning Team. Tier 2 decisions are made from small-group skill data tied to the specific reading component in which the group is deficient. Tier 3 decisions are made from individual student data on a narrowly targeted skill, including error analysis and diagnostic data from the MindPlay Virtual Reading Coach adaptive screener and lesson reports.

Frequency of monitoring: Tier 1 effectiveness is reviewed after each FAST progress monitoring window and during monthly grade-level data meetings. Tier 2 progress is monitored at least every two weeks. Tier 3 progress is monitored weekly against an individual graphed goal line and trend line.

Group size and setting: Tier 1 instruction is delivered to the whole class in ELA and Intensive Reading. Tier 2 interventions are delivered in small teacher-led groups of no more than eight students. Tier 3 interventions are delivered one-on-one or in groups of no more than three.

Intervention adjustments: at Tier 1 the team adjusts core instructional practice through coaching, lesson plan review and targeted professional learning. At Tier 2 the team may adjust group composition, skill focus and the number of practice opportunities. At Tier 3 the team may adjust the intervention itself by increasing minutes and frequency, narrowing the skill focus, changing the program or delivery model, and returning the student to the MTSS problem-solving team for a formal plan review when four consecutive progress monitoring points fall below the goal line. All intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading or hold a literacy micro-credential..

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: Grade 6 through Grade 8 students who meet the following criteria are served through Tier 1 core instruction: FAST PM 3 (previous grade): Level 3, 4 or 5 in Grades 6, 7 and 8; and/or FAST PM 1 (current grade): 40th percentile and above in Grades 6, 7 and 8; and/or i-Ready: 40th percentile and above in Grades 6, 7 and 8.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students scoring at or above the 41st percentile on the FAST ELA PM1 and/or PM2, growth from one progress monitoring assessment to another, and/or student academic performance (at 70% or above) as measured by ELA classroom averages from both formative and summative assessments are the criteria applied to determine the sufficiency of Tier 1 instruction	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas Learning Company: myPerspectives (2026 Edition) -Florida adopted curriculum	2025

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- Students score below 40th Percentile on iReady diagnostic assessments and/or
- Students score below 40th Percentile on PM FAST Assessments and/or
- Students earn D/F in ELA (standards-based, grade-level assessments and coursework)

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Student earn a D/F in ELA (standards-based, grade-level assessments and coursework)

Grade 6 through Grade 8 students who meet the following criteria receive Tier 1 instruction plus Tier 2 interventions:

FAST PM 3 (previous grade): Level 1 or 2 in Grades 6, 7 and 8; and/or

FAST PM 1 (current grade): below the 40th percentile in Grades 6, 7 and 8; and/or

i-Ready: below the 40th percentile in Grades 6, 7 and 8.

Number of times per week interventions are provided:

3-4 times per week

Number of minutes per intervention session:

Minimum of 15-20 minutes

Course(s) where interventions take place:

ELA, Writing, and/or Intensive Reading

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)
Savvas Learning Company: myPerspective Florida B.E.S.T. English Language Arts		myPerspective does not meet strong, moderate or promising levels of evidence. However, this curriculum incorporates evidence-based instructional practices aligned with recommendations from the Institute of Education Sciences (IES) What Works Clearinghouse Practice Guides, including explicit vocabulary instruction, close reading, text-based discussion, writing from sources, differentiated instruction, and ongoing formative assessment. These practices are supported by the following WWC Practice Guides: Providing Reading Interventions for Students in Grades 4–9, and Teaching Secondary Students to Write Effectively. Together, these evidence-based

		practices support improved literacy outcomes and implementation of Florida's B.E.S.T. ELA Standards. The district will support and monitor implementation of program to include provision of training, participation in professional learning communities, instructional walk-throughs, lesson plan review and monitoring of student progress.
iReady Personalized Instruction	Moderate	
Top Score Writing		Top Score Writing does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: (Teaching Secondary Students to Write Effectively): (1) Explicitly teach appropriate writing strategies using a Model–Practice–Reflect instructional cycle (Strong Evidence) (2) Integrate writing and reading to emphasize key writing features (Moderate Evidence) These recommendations were built into the program by incorporating explicit instruction in writing strategies through a structured Model–Practice–Reflect cycle, where teachers model skills, guide students through practice, and provide opportunities for reflection to deepen understanding. The program also integrates reading and writing by engaging students in analyzing texts to identify key writing features, such as organization, tone, and use of evidence, and applying those features in their own writing. In addition, paraphrasing is embedded as a key instructional component, with students explicitly taught how to restate information from source texts in their own words, strengthening comprehension and supporting the development of effective written responses. The district will support and monitor implementation of this program by providing ongoing professional learning, instructional support, and administrative walkthroughs to ensure fidelity of implementation. This includes reviewing lesson plans, conducting

		classroom observations, and using student performance data to guide instructional decisions. Professional learning opportunities will include training on the explicit teaching instructional cycle, strategies for integrating reading and writing, and effective techniques for teaching paraphrasing, as well as ongoing coaching and collaborative planning to strengthen instructional practices.
Morpheme Magic		<u>Morpheme Magic</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u>, Recommendation(s): *1 (Strong)-Provide explicit vocabulary instruction. --Level 4-Provide students with strategies to make them independent vocabulary learners. <u>Providing Reading Interventions for Students Grades 4-9</u>, Recommendation(s): *1 (Strong)-Build students' decoding skills so they can read complex multi-syllabic words --Level 2-Teach students a routine they can use to decode multisyllabic words. *3 (Strong), Part A-Build students' world and word knowledge so they can make sense of the text. --Level 4-Teach prefixes and suffixes to help students derive meanings of words. --Level 5-Teach the meaning of Latin and Greek roots. These recommendations were built into the program through systematic, structured literacy lessons that build connections between the sounds, histories, and meanings of words. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support for Morpheme Magic for professional learning.

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

Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Mindplay Virtual Reading Coach		MindPlay does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation(s): *1 (Strong)-Build students' decoding skills so they can read complex multi-syllabic words. --Level 1-Identify the level of students' word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary. --Level 2-Teach students a routine they can use to decode multisyllabic words. --Level 4-Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity. These recommendations were built into the program by using letter tiles to identify sounds to build words and teaching students how to read words through the teaching of prefixes, suffixes, and syllable types. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support for MindPlay for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay Virtual Reading Coach		See verbiage above.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: ● Students score below 10th percentile on iReady Progress Monitoring and/or ● Students score below 10th Percentile on PM FAST Assessments and/or ● Students earn F in ELA (standards-based, grade-level assessments and coursework)		

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:**

(Enter assessment criteria that will be used.)

*Student who is retained in current grade level.

Grade 6 through Grade 8 students who meet the following criteria receive Tier 1 instruction plus Tier 2 and Tier 3 interventions:

FAST PM 3 (previous grade): Level 1 in Grades 6, 7 and 8; and/or

FAST PM 1 (current grade): below the 10th percentile in Grades 6, 7 and 8; and/or

i-Ready: below the 10th percentile in Grades 6, 7 and 8.

Number of times per week interventions are provided:

4-5 days per week

Number of minutes per intervention session:

15-20 minutes per session

Course(s) where interventions take place:**ELA/Writing and/or Intensive Reading****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)
iReady Toolbox-Teacher-Led Small Group Lessons.	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 used instead of or in addition to programs above. Add additional rows as needed.**Students with Disabilities**

Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay Virtual Reading Coach - Teacher-Led Lessons		See verbiage above.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay Virtual Reading Coach - Teacher-Led Lessons		See verbiage above.

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?
myPerspectives Florida B.E.S.T. English Language Arts	☒ 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
MindPlay Virtual Reading Coach	☒ 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 decision tree for grades 9-12 defines the process the MTSS/grade level teams will use to identify students in grades 9-12 who are in need of Tier 2/3 interventions.

The school administration meets with grade level teams at the beginning of each year to review data from FAST PM3. Students scoring a Level 1 on the state assessment are already enrolled in Intensive Reading courses to provide appropriate instructional interventions and materials. Data is again reviewed after PM1 to determine if adjustments need to be made for specific students.

The ELA and Intensive Reading teacher collaborate weekly to plan ongoing instruction and intervention for students. School grade level teams meet monthly to review progress monitoring data and determine the next steps for instruction. The decision tree provides guidance to the teams for appropriate interventions and materials.

Department chairs, lead teachers, a contracted consultant, and school/district administrators provide support to individual teachers throughout the month as needed. Teachers review their classroom data on a weekly basis to inform their instructional practices.

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

The District Teaching and Learning Team reviews progress monitoring data and conducts instructional reviews to monitor implementation and effectiveness. Based on progress monitoring data and information collected during learning walks, targeted professional learning and/or coaching is implemented to assist teachers with improving Tier 1 instruction to increase student achievement.

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

The effectiveness of Tier 2 interventions is monitored through data review by the school leadership team with teachers and the District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans and conducting instructional reviews to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.

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

Tier 3 intervention effectiveness is monitored through frequent progress monitoring, data-driven decision making, and individualized instruction adjustments. This involves regular assessments, analysis of student responses to intervention, and modifications to instruction based on the data.

Escalation of Processes Across Tiers

Processes and procedures become increasingly targeted and intensive as grades 9-12 students move across tiers. This is determined by data to support appropriate intervention shifts. This may include increased monitoring and reduced group size as appropriate.

Data use: Tier 1 decisions are made from grade-level and class-level FAST and i-Ready data reviewed by school leadership and the District Teaching and Learning Team. Tier 2 decisions are made from small-group skill data tied to the specific reading component in which the group is deficient. Tier 3 decisions are made from individual student data on a narrowly targeted skill, including error analysis and diagnostic data from the MindPlay Virtual Reading Coach adaptive screener and lesson reports.

Frequency of monitoring: Tier 1 effectiveness is reviewed after each FAST progress monitoring window and during monthly grade-level data meetings. Tier 2 progress is monitored at least every two weeks. Tier 3 progress is monitored weekly.

Group size and setting: Tier 1 instruction is delivered to the whole class in ELA. Tier 2 interventions are delivered in small teacher-led groups of no more than eight students. Tier 3 interventions are delivered one-on-one or in groups of no more than three, in addition to core instruction and Tier 2 support.

Intervention adjustments: at Tier 1 the team adjusts core instructional practice through coaching, lesson plan review and targeted professional learning. At Tier 2 the team may adjust group composition, skill focus and the number of practice opportunities. At Tier 3 the team may adjust the intervention itself by increasing minutes and frequency, narrowing the skill focus, changing the program or delivery model, and returning the student to the MTSS problem-solving team for a formal plan review when four consecutive progress monitoring points fall below the goal line. All intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading or hold a literacy micro-credential.

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: (assessment criteria that will be used.) Grade 9 through Grade 12 students who meet the following criteria are served through Tier 1 core instruction: FAST PM 3 (previous year): Level 3, 4 or 5 in Grade 9, Grade 10 and Grades 11/12; and/or FAST PM 1 (current year): 40th percentile and above in Grade 9 and Grade 10. FAST PM 1 is not administered in Grades 11 and 12.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST Cambium ELA $\geq$ Level 3 <u>and/or</u> Fulfillment of state graduation requirement for reading assessment and/or Student scores 60% or higher on Core Curriculum/ OTUS assessments	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas Learning Company: myPerspectives (2026)-Florida adopted curriculum	2025
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: 9th-10th grades = PM3 FAST Cambium <Level 3 <u>and/or current FAST PM1 below the 40th percentile</u> 11th - 12th grade = Student has not fulfilled state graduation assessment requirements for reading Students earn D/F in ELA (standards-based, grade-level assessments and coursework)	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students earn D/F in ELA (standards-based, grade-level assessments and coursework) and/or Grade 9 through Grade 12 students who meet the following criteria receive Tier 1 instruction plus Tier 2 interventions: FAST PM 3 (previous grade): Level 1 or 2 in Grades 9, 10, 11 and 12; and/or FAST PM 1 (current grade): below the 40th percentile in Grade 9 and Grade 10. FAST PM 1 is not administered in Grades 11 and 12; and/or Other: in Grade 11 and Grade 12, the student has not fulfilled state graduation assessment requirements for reading.	
Number of times per week interventions are provided: 3-4 times per week Number of minutes per intervention session: Minimum of 15-20 minutes per session Course(s) where interventions take place: ELA, Intensive Reading, English through ESOL, Personal, Career and School Development Skills	

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)
myPerspectives Florida B.E.S.T. English Language Arts		myPerspective does not meet strong, moderate or promising levels of evidence. However, this curriculum incorporates evidence-based instructional practices aligned with recommendations from the Institute of Education Sciences (IES) What Works Clearinghouse Practice Guides, including explicit vocabulary instruction, close reading, text-based discussion, writing from sources, differentiated instruction, and ongoing formative assessment. These practices are supported by the following WWC Practice Guides: Providing Reading Interventions for Students in Grades 4–9, and Teaching Secondary Students to Write Effectively. Together, these evidence-based practices support improved literacy outcomes and implementation of Florida's B.E.S.T. ELA Standards. The district will support and monitor implementation of program to include provision of training, participation in professional learning communities, instructional walk-throughs, lesson plan review and monitoring of student progress.
Morpheme Magic		See verbiage above.
Top Score Writing		See verbiage above.
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)
MindPlay Virtual Reading Coach		See verbiage above.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay Virtual Reading Coach		See verbiage above.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		
- Students score below 40th Percentile on PM FAST Assessments and/or - Students earn D/F in ELA (standards-based, grade-level assessments and coursework) - Student has not fulfilled state graduation assessment requirements for reading.		

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: (Enter assessment criteria that will be used.) Grade 9 through Grade 12 students who meet the following criteria receive Tier 1 instruction plus Tier 2 and Tier 3 interventions: FAST PM 3 (previous grade): Level 1 in Grade 9 and Grade 10; Level 1 or 2 in Grade 11 and Grade 12; and/or FAST PM 1 (current grade): below the 10th percentile in Grade 9 and Grade 10. FAST PM 1 is not administered in Grades 11 and 12; and/or Other: in Grade 11 and Grade 12, the student has not fulfilled the graduation assessment or ELA course credit requirements for graduation.		
Number of times per week interventions are provided: 4-5 times per week Number of minutes per intervention session: 20 minutes per session. Course(s) where interventions take place: ELA, Intensive Reading, English through ESOL, Personal, Career and School Development Skills		
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)
MindPlay Virtual Reading Coach - Teacher-Led Lessons		See Verbiage above.
Hamilton County Secondary Literacy Intervention using other appropriate educational materials to incorporate Explicit Instruction in Foundational Skills, Vocabulary, Comprehension, and Morphology		Explicit instruction is grounded in evidence-based practices identified in the Institute of Education Sciences (IES) What Works Clearinghouse Practice Guide, <i>Providing Reading Interventions for Students in Grades 4–9</i> (NCEE 2022-4005). Instruction incorporates explicit, systematic teaching of foundational reading skills, vocabulary, morphology, fluency, and reading comprehension. Consistent with Recommendation 1 , teachers provide explicit instruction in decoding and structural analysis, including the use of prefixes, suffixes, and Greek and Latin roots, to support accurate word reading and vocabulary development. In accordance with Recommendation 2 , instruction includes purposeful fluency-building activities to increase reading accuracy, rate, and automaticity. Consistent with Recommendation 3 , teachers explicitly model and teach comprehension-building practices that enable

		students to construct meaning from increasingly complex texts through guided practice, discussion, and strategic application. The district will support and monitor implementation by providing ongoing professional learning, instructional coaching, and administrative walkthroughs to ensure fidelity of implementation. Monitoring efforts will include reviewing lesson plans, conducting classroom observations, and analyzing student performance data to inform instructional decisions and identify additional support needs. Professional learning opportunities will include training on the explicit teaching instructional cycle to ensure consistent implementation of evidence-based instructional practices and effective delivery of instruction aligned to student needs.
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

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
University of Florida Flamingo Literacy Micro-credentials	Administrators, teachers, paraprofessionals	This professional learning opportunities provides strategies for birth to twelfth-grade instructional personnel to: Identify literacy difficulties and determine appropriate interventions, apply evidence-based practice and effectively use progress monitoring and intervention materials.
UFLI Literacy Matrix Endorsement Pathway	Administrators, teachers	The University of Florida (UF) Literacy Matrix is an online pathway for Florida educators to earn their Reading Endorsement, according to the UF Lastinger Center for Learning. It's a competency-based, online professional development tool that focuses on the science of reading, helping teachers learn foundational knowledge and skills for effective reading instruction, diagnosis, and <u>intervention using research-based methods.</u>
FCRR Reading Endorsement Pathway		FCRR Reading Pathways provides professional learning designed to enhance teachers' understanding and implementation of evidence-based reading instruction. Training supports educators in applying research-based practices in foundational skills, vocabulary, fluency, comprehension, assessment, and differentiated instruction to improve literacy outcomes for all students..
NEFEC Reading Endorsement		The NEFEC Reading Endorsement Pathway provides educators with professional learning to develop expertise in evidence-based reading instruction aligned with Florida's Reading Endorsement Competencies and the science of reading. The pathway strengthens teachers' knowledge and application of foundational reading skills, assessment practices, research-based instructional strategies, and differentiated instruction to support the literacy needs of all learners.
Beacon Reading Endorsement	Administrators, teachers	Beacon Educator's Reading Endorsement courses provide educators with professional learning focused on the science of reading and evidence-based literacy practices. Coursework supports teachers in developing a deeper understanding of reading

		foundations, assessment and data analysis, explicit and systematic instruction, and differentiated approaches to address student literacy needs.
UFLI Foundations	Administrators, teachers, paraprofessionals	UFLI Foundations training equips educators with the knowledge and skills to implement explicit, systematic foundational skills instruction aligned with the science of reading. Professional learning focuses on phonemic awareness, phonics, decoding, encoding, word recognition, instructional routines, and the use of student data to provide targeted support and strengthen early literacy outcomes.
FLDRS/BEESS Exploring Structured Literacy		The FLDRS/BEESS <i>Exploring Structured Literacy</i> course provides educators with professional learning focused on the implementation of explicit, systematic, and sequential literacy instruction aligned with the science of reading. This 40-hour in-service course supports K–6 educators in developing a deeper understanding of structured literacy principles, including foundational reading skills, language development, and evidence-based instructional practices. The training also supports Florida professional certification renewal requirements in reading instruction or intervention and strengthens educators’ ability to provide effective literacy instruction and targeted support for students.
FLDRS/BEESS: Science of Reading: An Introduction		The FLDRS/BEESS <i>Science of Reading: An Introduction</i> course provides educators with foundational knowledge of the research supporting effective reading instruction. Participants explore how the reading brain develops, the components of skilled reading, the relationship between word recognition and language comprehension, and the application of evidence-based literacy practices in the classroom. This professional learning builds educator capacity to implement explicit, systematic reading instruction aligned with the science of reading and support the diverse literacy needs of all learners.
FLDRS/BEESS: Reading Difficulties, Disabilities, and Dyslexia		The FLDRS/BEESS <i>Reading Difficulties, Disabilities, and Dyslexia</i> course provides educators with the knowledge and skills needed to identify and address reading

		challenges, including characteristics associated with dyslexia. The professional learning focuses on evidence-based literacy practices, including explicit, systematic, and multisensory approaches to reading instruction. Participants deepen their understanding of phonological awareness, sound-symbol relationships, word recognition, assessment practices, data-based decision-making, and targeted interventions to support students with diverse literacy needs.
FDLRS/BEES Structured Literacy through a Multisensory Approach		The FDLRS/BEES <i>Structured Literacy Through a Multisensory Approach</i> course supports educators in implementing explicit, systematic, and multisensory literacy instruction aligned with the science of reading. Participants develop strategies to strengthen foundational reading skills, including phonological awareness, phonics, decoding, and encoding, while learning instructional approaches designed to support students experiencing reading difficulties and disabilities. The professional learning equips educators with tools and resources to provide targeted instruction and accelerate literacy growth for struggling readers.
ELA Practice Profiles		ELA Practice Profiles professional learning supports educators in implementing high-quality, evidence-based English Language Arts instruction aligned with Florida's B.E.S.T. Standards and the science of reading. The practice profiles define essential instructional practices, including explicit instruction, purposeful questioning, academic discourse, vocabulary development, text-based analysis, writing from sources, and differentiated support for diverse learners. Through professional learning and collaborative planning, teachers strengthen their ability to apply consistent instructional routines, analyze student data, and provide rigorous literacy instruction that promotes student achievement.
Florida Department of Education (FLDOE) Sponsored B.E.S.T. Standards Conferences and Training Modules		FLDOE-sponsored B.E.S.T. Standards conferences and training modules provide educators with professional learning opportunities focused on effective implementation of Florida's B.E.S.T. Standards. Training supports administrators

		and teachers in deepening their understanding of standards-aligned instruction, assessment practices, evidence-based instructional strategies, and effective implementation of rigorous English Language Arts instruction to improve student outcomes.
Florida B.E.S.T. Standards (including Curriculum, Instructional Pacing and Data Analysis)		This professional learning supports teachers in strengthening Tier 1 ELA instruction through a deeper understanding of Florida's B.E.S.T. Standards, including the vertical progression of benchmarks and the full intent and rigor of each standard. Educators engage in curriculum mapping, instructional pacing, and collaborative planning to ensure standards-aligned instruction, appropriate sequencing of skills, and intentional opportunities for students to develop literacy knowledge and skills throughout the school year.
District Created Reading Professional Learning		This professional learning provides educators with a comprehensive understanding of the Science of Reading and its application to classroom instruction. Training sessions focus on evidence-based literacy practices, including phonemic awareness, phonics, word study and spelling, fluency, vocabulary, text comprehension, and language development. Participants develop the knowledge and skills necessary to implement explicit, systematic, and sequential reading instruction, including multisensory instructional strategies and targeted interventions.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. The district provides the Professional Learning Certification Program (PLCP) to assist teachers in obtaining teacher certification in Florida. An in-house FCRR Reading Endorsement trainer provides the opportunity for teachers to earn their reading endorsement. Literacy Micro-Credentials and on-line reading endorsement opportunities are promoted to staff.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. The district provides professional learning sessions on three designated district-wide professional learning days to address the elements of reading instruction including the Science of Reading, multisensory intervention strategies, and explicit strategies proven to be effective for all subgroups including students with disabilities and English language learners. On these days sessions are also provided to address areas of concern identified through data.		

Paraprofessionals and tutors will be provided training in the Science of reading and Foundational Strategies to effectively support all students in phonemic awareness, phonics, word study and spelling, and fluency. Teachers may be assigned specific sessions to attend when student progress monitoring and/or walk-through data identifies a need; teachers not assigned to a specific session may choose a session that best fits their need. The district also utilizes state and regional professional learning opportunities and on-line courses to assist in differentiating and meeting the professional learning needs of teachers.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

Mentor teachers and model classrooms are identified through observations of effective strategies within the classroom which leads to increased academic performance and student proficiency levels. The district ensures that all mentor teachers are trained in the Clinical Ed model.

Mentor teachers are assigned to early career educators. In addition, model classrooms are utilized to demonstrate effective instructional practices for peers based on identified need.

Professional Learning Time

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

The district schedule provides opportunities for daily common planning, allowing teachers to collaborate regularly through professional learning communities (PLCs). In addition, the district provides three full release days for professional learning and collaborative planning to support continuous improvement of instructional practices. Throughout the month, designated PLC time is used to analyze progress monitoring data, plan for differentiated instruction, including flexible small-group instruction, and collaborate on the implementation and impact of evidence-based instructional strategies designed to improve student literacy outcomes.

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
RAISE High School Tutoring	K-3 students with a deficiency in reading	Qualifying high school students will participate in a reading foundations training to prepare them to work with targeted K-3 students that have a reading deficit.
After-School Tutoring	K-12 th grade students	Teachers will provide additional support to students K-12 th grade. Students will be grouped by data to provide targeted instruction for remediation.

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.

Parents of students identified with a substantial deficiency in reading are provided with a printed copy of the read-at-home plan at the close of each progress monitoring window.

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).

Students in Kindergarten participate in a daily “Take a Bag Home” program which includes decodable books, Dolch/Fry word lists, and fluency practice.

Students in grades K-6 participate in the Accelerated Reader program which promotes opportunities for families to read at home with their child to increase literacy.

Participation in the New Worlds Reading Initiative provides monthly at-home books for PreK-5th grade students that have been identified with a deficit in reading. The books are available in Spanish which supports our populations of ELLs.

Literacy Nights will be conducted for parents and children include multisensory literacy activities that parents can use at home with their children.

Parent Support Specialists and Social Workers will conduct home visits for our homeless and hard-to-reach parents with a focus on the provisions of literacy activities to support increased academic achievement. Hamilton County Elementary School Book Fair will offer extended hours for families to attend with their child to promote literacy.

Partnering with Title I Community Events reading resources and strategies will be shared with families to increase knowledge of the science of reading and support families with building a strong foundation of reading.

Links to reading resources including the Read-at-Home Plan are posted on the district website.

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.**

The district prioritizes the assignment of highly effective teachers in grades K-2 by strategically placing these educators in classrooms where they can have the greatest impact on foundational literacy skills. The District Director of Teaching and Learning and the Director of Administrative Services compile the evaluation data for teachers in May as well as sharing any VAM data once available for current or prospective employees. This data is reviewed with school-based administrators as they plan for teacher placements for the following year to ensure that decisions are made based on performance that includes student achievement data. The district ensures that teacher certification as well as teacher effectiveness ratings are a key factor in staffing decisions. The district provides incentives, professional learning opportunities, and support structures to help attract and retain as many highly effective teachers as possible.

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
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students 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.
	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.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

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
RNF	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.
RNF	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
RNF	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 <u>s. 1012.34, F.S.</u> 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.
RNF	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
RNF	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
RNF	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
RNF	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
RNF	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
RNF	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Lee Weatherington-Zamora

Signature:

Lee Weatherington-Zamora

Date:

1-22-26