

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	Mary Farr	mfarr@hardee.k12.fl.us	(863) 767-0662
Data Element	Julie Farr	jfarr@hardee.k12.fl.us	(863) 773-9058
Third Grade Promotion	Mary Farr	mfarr@hardee.k12.fl.us	(863) 767-0662
Multi-Tiered System of Supports	Tamara Taylor	ttaylor@hardee.k12.fl.us	(863) 773-2600
Assessment	Mary Farr	mfarr@hardee.k12.fl.us	(863) 767-0662
Professional Development	Melanie Henderson	mhenderson@hardee.k12.fl.us	(863) 773-9058
Elementary & Secondary ELA	Mary Farr	mfarr@hardee.k12.fl.us	(863) 767-0662
Reading Endorsement	Melanie Henderson	mhenderson@hardee.k12.fl.us	(863) 773-9058
Summer Reading Camp	Mary Farr	mfarr@hardee.k12.fl.us	(863) 767-0662

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 reading deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	\$68,420.00	0.50
Intervention teachers (* paid with other funding source)	\$0.00	
Scientifically researched and evidence-based supplemental instructional materials	\$13,000.00	
Third grade summer reading camps	\$6,000.00	
Summer reading camps (* paid with State Educational Enrichment funds)	\$0.00	
Secondary Expenses		
Literacy coaches	\$66,380.00	0.50
Intervention teachers (* paid with other funding source)	\$0.00	
Scientifically researched and evidence-based supplemental instructional materials	\$7,000.00	
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	\$7,200.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	\$10,000.00	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	\$0.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$0.00	
Tutoring programs to accelerate literacy learning	\$0.00	
Family engagement activities	\$0.00	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	\$178,000.00	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

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

FAST				
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	0%	0%	98%	100%

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

The district is committed to strengthening literacy instruction through a comprehensive approach that includes professional learning, instructional support, and the implementation of evidence-based programs and assessments. School-based literacy leaders and targeted instructional staff will be provided with expanded opportunities to engage in structured professional learning aligned with the core components of the science of reading. These trainings, delivered by district leadership teams, State Regional Literacy Directors, Just Read, Florida, and/or certified literacy experts, will enhance instructional practices across schools. Literacy leaders will also be encouraged to serve as trainers in evidence-based instructional delivery, further supporting literacy efforts within the district. To build leadership capacity, the district will offer targeted professional development for all literacy coaches, equipping them with advanced knowledge, skills, and tools necessary to support teachers and improve literacy instruction. Additionally, the district will adopt state-approved, evidence-based supplemental and intervention programs for implementation across all elementary schools, ensuring that all students—particularly those struggling with reading—receive individualized support to meet grade-level expectations and become confident, successful readers. A cohesive, district-wide literacy assessment plan will continue to guide data-driven instruction and decision-making. This plan includes a clearly defined assessment schedule with screening, progress monitoring, diagnostic, and summative assessments designed to track student growth and improve reading outcomes.

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	17	12	59	64
1	22	18	59	64
2	23	18	53	58
3	20	15	53	58
4	19	15	54	59
5	23	18	49	54
6	24	20	52	57
7	24	20	47	52
8	21	18	48	53
9	25	20	44	59
10	20	15	52	55

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	● I-Ready Diagnostic- 3 x Year ● STAR Reading- 3 x Year ● STAR Early Literacy- 3 x Year ● District Developed Assessments- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually ● WIDA- Annually ● FAST (STAR)- 3 x Year ● FAST (Cambium)- 3 x Year ● DIBELS (UFLI) – 3 x Year – Grade K-2	● I-Ready Diagnostic- 3 x Year ● I-Ready Tiered Intervention- Monthly ● STAR Reading- 3 x Year ● STAR Early Literacy- 3 x Year ● District Developed Assessments- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually ● WIDA- Annually ● FAST (STAR)- 3 x Year ● FAST (Cambium)- 3 x Year
Actions for continuous support and improvement	● Ongoing support and professional development provided by State Regional Literacy Directors (SRLD), Curriculum Directors, and Heartland Educational Consortium ● District-level data chats with school leadership	● Ongoing support and professional development from school site literacy coach ● Mentor teachers ● Weekly professional learning communities ● Data chats with school administrators ● Professional learning offerings based on identified needs
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	● I-Ready Diagnostic- 3 x Year ● District Developed Assessments- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually ● WIDA- Annually ● FAST (Cambium)- 3 x Year ● Read 180- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually ● Benchmark Assessments- Weekly,	● I-Ready Diagnostic- 3 x Year ● I-Ready Tiered Intervention- Monthly ● District Developed Assessments- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually ● WIDA- Annually ● FAST (Cambium)- 3 x Year ● Read 180- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually

	2 x Month, Monthly, Quarterly, 3 x Year, Annually	Benchmark Assessments- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually
Actions for continuous support and improvement	- Ongoing support and professional development provided by State Regional Literacy Directors (SRLD), Curriculum Directors, and Heartland Educational Consortium - District-level data chats with school leadership	- Ongoing support and professional development from school site literacy coach - Mentor teachers - Weekly professional learning communities - Data chats with school administrators - Professional learning offerings based on identified needs
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	- District Developed Assessments- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually - WIDA- Annually - FAST (Cambium)- 3 x Year - Read 180- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually - Benchmark Assessments- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually	- District Developed Assessments- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually - WIDA- Annually - FAST (Cambium)- 3 x Year - Read 180- Weekly, 2 x Month, Monthly, Quarterly, 3 x Year, Annually - Benchmark Assessments- Weekly, 2 x Month, Monthly, Quarterly, 3 x
Actions for continuous support and improvement	Ongoing support and professional development provided by State Regional Literacy Directors (SRLD), Curriculum Directors, and Heartland Educational Consortium	- Ongoing support and professional development from school site literacy coach - Mentor teachers - Weekly professional learning communities - Data chats with school administrators

	● District-level data chats with school leadership	● Professional learning offerings based on identified needs
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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 remains committed to maintaining strong alignment between the Multi-Tiered System of Supports (MTSS) process and the K–12 Reading Plan Decision Trees to ensure a cohesive, data-informed approach to literacy instruction and intervention. This alignment is essential to providing consistent, equitable support for all students and driving improved reading achievement across all grade levels.

To further strengthen instructional impact, the district will provide ongoing professional learning designed to enhance the quality of literacy instruction and build the coaching capacity of school-based literacy leaders. This professional development will focus especially on the primary grades, where early reading skills are foundational to long-term academic success.

In alignment with the Decision Trees, the district will identify and implement evidence-based supplemental and intervention programs that are responsive to the diverse needs of learners. A detailed plan outlining how these materials will be utilized to differentiate instruction and provide targeted support across all tiers will be included in the Comprehensive Evidence Reading Plan (CERP). This plan will ensure fidelity of implementation and sustained progress toward improved student outcomes in reading.

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 play a critical role in ensuring the effective implementation of the district’s reading plan to support improved student literacy outcomes. They will conduct weekly classroom walkthroughs, providing timely, actionable feedback to teachers. These walkthroughs will focus on identifying evidence of effective instructional practices, the use of tiered supports and differentiated instruction, and the implementation of vetted, district-approved resources during lessons. In addition, principals will engage in ongoing data chats with teachers to assess student and teacher performance, using this information to identify and address professional development needs. Principals will also collaborate with school-based Literacy Leadership Teams to closely monitor and support the effective implementation of the Comprehensive Evidence-Based Reading Plan (CERP).

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 engage in ongoing data chats with teachers and collaborate with school-based Literacy Leadership Teams to conduct thorough data analyses. During this process, stakeholders will identify student performance trends, align findings with effective instructional practices, and determine targeted next steps for professional learning to enhance literacy outcomes. Additionally, principals will attend or review grade-level and departmental Professional Learning Community (PLC) meetings to ensure that meaningful data analysis and its direct connection to instructional practices are occurring consistently on a weekly basis.

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.

N/A

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

The Just Read, Florida coaching model will be presented to both district- and school-level administrators during the first administrative meeting of the school year. Special emphasis will be placed on the importance of maintaining the integrity of the coaching role by ensuring that literacy coaches do not perform administrative duties, such as conducting instructional evaluations or administering and/or coordinating assessments.

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

The district offers Literacy Coaches regular opportunities to collaborate and network with their peers through quarterly district-wide Coach PLCs, as well as monthly PLCs facilitated by the regional Heartland Educational Consortium.

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

The district provides Literacy Coaches with valuable opportunities to collaborate and network through quarterly district-led Coach PLCs and monthly PLCs hosted by the regional Heartland Educational Consortium. To further support their impact, the district emphasizes and promotes high-leverage coaching activities—such as analyzing data with teachers to set goals and develop action plans, delivering targeted coaching, and facilitating need-based professional development. This support is reinforced by the allocation of funds to ensure that both coaches and teachers have access to the professional learning necessary to drive improved literacy outcomes.

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

The Director of Federal Programs is responsible for ensuring that literacy coaches remain within the scope of their assigned duties in alignment with the Just Read, Florida coaching model. Any deviations from these guidelines must be reported directly to the Director of Federal Programs, the Deputy Superintendent, and/or the Superintendent. Literacy coach logs will be submitted regularly to the Director of Federal Programs for review, allowing district leadership to assess whether additional support or adjustments to coaching time and responsibilities are needed.

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

To further evaluate the effectiveness of the coaching program, all instructional personnel will complete a Literacy Coach Impact Survey to provide feedback on the level of support coaches offer directly in the

classroom. In addition, school administrators will review student achievement data and teacher performance data to assess the impact of literacy coaches and ensure adherence to the expectations set forth by the Just Read, Florida coaching model.

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 Hardee County School District's strategic plan is closely aligned with Florida's Formula for Reading Success by prioritizing high-quality instruction, data-driven decision-making, and equitable access to evidence-based reading practices for all students, including students with disabilities and English language learners.

1. High-Quality Tiered Instruction

The district ensures that all students receive standards-aligned, evidence-based reading instruction through a Multi-Tiered System of Supports (MTSS). Tier I core instruction is designed to meet the needs of the majority of students, while Tiers II and III provide targeted and intensive interventions for those requiring additional support. Instructional materials and strategies are selected from the Florida Department of Education's approved lists to ensure alignment with the B.E.S.T. Standards.

2. **Progress Monitoring and Data-Driven Decision Making**
Frequent screening and progress monitoring using tools such as DIBELS, I-Ready and FAST assessments allow educators to identify reading deficiencies early. This data is used to adjust instruction, group students for targeted interventions, and ensure that supports are tailored to meet individual needs—including those of students with disabilities and ELLs.
3. **Support for Students with Disabilities**
The district integrates specially designed instruction, accommodations, and assistive technology within both general and small-group instruction to ensure students with disabilities receive access to high-quality literacy instruction. Collaboration between general education and ESE (Exceptional Student Education) staff is a key strategy in supporting these students' individualized reading goals.
4. **Support for English Language Learners**
Instructional strategies for ELLs include language scaffolds, vocabulary development, and visual supports embedded into core and intervention lessons. Teachers receive professional development on culturally responsive instruction and linguistically appropriate scaffolding to support ELLs in developing both language and literacy skills.
5. **Family and Community Engagement**
The district supports families through initiatives like the Read-At-Home Plan and the New Worlds Reading Initiative, ensuring parents are equipped with tools and resources to reinforce reading at home. Communications and materials are provided in families' home languages whenever possible to promote inclusive engagement.
6. **Professional Development and Literacy Coaching**
Ongoing training for teachers focuses on structured literacy, multisensory strategies, and the science of reading. Literacy coaches support implementation through collaborative planning, classroom modeling, and data analysis.

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.

The Hardee County School District offers two Voluntary Pre-Kindergarten (VPK) programs each year: a full school-year program and a summer session. Both programs follow the Florida Early Learning and Developmental Standards for children ages four through kindergarten. Instruction is intentionally aligned to promote student growth across key developmental domains, including physical development, approaches to learning, social and emotional development, language and literacy, mathematical thinking, scientific inquiry, social studies, and creative expression through the arts.

The school-year program utilizes the *Develop, Inspire, and Grow (DIG)* curriculum, while the summer program implements the *Frog Street* curriculum. Both curricula are approved by the Florida Office of Early Learning and meet the instructional resource requirements for VPK providers. VPK instructors employed by the district hold appropriate credentials: summer program teachers are professionally certified by the Florida Department of Education, and school-year program instructors meet one of the credentialing options outlined by the Florida Office of Early Learning. All VPK instructors have also successfully completed the required Early Literacy Course.

Instructional planning is a collaborative process among all VPK teachers, who work together to develop an instructional focus calendar. Weekly planning sessions and data reviews are conducted to monitor student progress and adjust instruction as needed. Lessons incorporate a variety of formats—one-on-one, small group, and interactive whole group—to support all learning styles and achievement levels within a nurturing and inclusive classroom environment.

To ensure continuous improvement, both the full-year and summer VPK programs monitor student performance and classroom quality using the STAR Early Literacy assessment and CLASS observation tool. These assessments provide valuable insights that inform instructional practices and promote the ongoing growth and development of both students and educators.

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

The school-year program utilizes the *Develop, Inspire, and Grow (DIG)* curriculum, while the summer program implements the *Frog Street* curriculum. Both curricula are approved by the Florida Office of Early Learning and meet the instructional resource requirements for VPK providers.

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.](#)

In accordance with Rule 6A-6.053(5), F.A.C., public school VPK students identified as having a substantial deficiency in early literacy skills receive targeted, evidence-based interventions designed to address their specific areas of need. These interventions are provided in addition to core instruction and are grounded in the principles of the Florida Early Learning and Developmental Standards.

Interventions may include:

- Small Group or One-on-One Instruction: Students receive focused instruction in smaller settings to provide more individualized support in key literacy areas such as phonological awareness, vocabulary development, alphabet knowledge, and print awareness.
- Progress Monitoring: Students' progress is closely monitored through formative assessments and observations. Data is used to adjust instruction and ensure that interventions are effectively supporting literacy development.
- Explicit and Systematic Instruction: Teachers use structured methods to deliver literacy instruction, emphasizing repetition, modeling, guided practice, and immediate feedback.
- Use of Approved, Research-Based Resources: Intervention materials align with approved curricula and meet state requirements, ensuring consistent, high-quality instruction.
- Family Engagement: Parents and caregivers are informed of their child's progress and provided with strategies and resources to support literacy development at home.

All interventions are documented and reviewed regularly to assess student growth and to refine instructional approaches as needed. The ultimate goal is to ensure that students acquire foundational literacy skills essential for success in kindergarten and beyond.

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?
I-Ready	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
UFLI – Inventory Screening (at risk students K-5)	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ Grade 5 ☐ All Students ☒ Select Students			☐ Other
DIBELS	☐ 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
WIDA	☐ 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
District Developed 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

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

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

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency.

Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

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

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

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

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

K-3 student is identified as Tier 2 in reading if:

- Student falls at least one level below a Level 3 on FAST (and/or)
- Student falls at least one grade level below (yellow or red color band) on I-Ready

K-3 student is identified as Tier 3 and/or having a substantial deficiency in reading if:

- Student falls more than one level below a Level 3 on FAST (and/or)
- Student falls more than one grade level below (red-stripped color band) on I-Ready

MTSS Process

- School teams review/analyze data from universal screenings and state assessments to determine students needing beyond the Tier 1 instruction. {Criteria indicated above.}
- Students identified with a substantial deficiency will then be provided a higher level of support -Tier 2 or Tier 3. The planned intervention engagement time, the selection of an evidenced-based intervention, and appropriate progress monitoring measure/schedule are systematized through the problem-solving process model.
- Data results determine the level and content of differentiated intervention including the parameters for group size, intervention engagement time, & progress monitoring frequency:
 - Tier 2 students will receive an additional 60 minutes per week, in a small group setting of 5-8 students
 - Tier 3 students will receive an additional 120 minutes per week, in a small group setting of 3-5 students

- Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability using one or more of the following forms of notification: face-to-face meeting, phone call, letter, or email to parents.

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

4-5 student is identified as Tier 2 in reading if:

- Student falls at least one level below a Level 3 on FAST (and/or)
- Student falls at least one grade level below (yellow or red color band) on I-Ready

4-5 student is identified as Tier 3 and/or having a substantial deficiency in reading if:

- Student falls more than one level below a Level 3 on FAST (and/or)
- Student falls more than one grade level below (red-stripped color band) on I-Ready

MTSS Process

- School teams review/analyze data from universal screenings and state assessments to determine students needing beyond the Tier 1 instruction. {Criteria indicated above.}
- Students identified with a substantial deficiency will then be provided a higher level of support -Tier 2 or Tier 3. The planned intervention engagement time, the selection of an evidenced-based intervention, and appropriate progress monitoring measure/schedule are systematized through the problem-solving process model.
- Data results determine the level and content of differentiated intervention including the parameters for group size, intervention engagement time, & progress monitoring frequency:
 - Tier 2 students will receive an additional 60 minutes per week, in a small group setting of 5-8 students
 - Tier 3 students will receive an additional 120 minutes per week, in a small group setting of 3-5 students
- Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability using one or more of the following forms of notification: face-to-face meeting, phone call, letter, or email to parents.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

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

The Hardee County School District will follow I-Ready's guidance and utilize the program's tools to identify students with characteristics of dyslexia in grades K-3. All students will be administered the I-Ready Diagnostic for reading. In grades K-3, only certain students who indicate a need for further screening based on their scores on the I-Ready Diagnostic will be administered the recommended grade-level I-Ready Literacy Tasks.

Goal of Screening: To identify students who may be exhibiting reading difficulties, which may include risk factors for dyslexia.

Steps:

Administer the I-Ready Diagnostic for reading to all K-3 students. Examine whether a student's overall score falls below the I-Ready Reading Difficulty Indicator (iRDI). Students who score below the iRDI cut score are on track to being more than one grade level below where they should be by the end of the school year in order to be considered proficient. Students who score below the iRDI cut score will complete additional screening, which includes completing I-Ready Literacy Tasks.

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

Once a student takes the Diagnostic in reading, the teacher will evaluate the areas in which a student scored below the iRDI cut scores and determine if the student needs further evaluation or support consistent with I-Ready Screening Guidance. If further evaluation is needed, students will complete the I-Ready Literacy Tasks as additional screening to determine risks.

Assessment Timeline:

Grade K:

I-Ready Diagnostic for reading (Winter, Spring)

I-Ready Literacy Task for Letter Naming Fluency of Mixed-Case Letters (Winter, Spring)

Grade 1:

I-Ready Diagnostic for reading (Fall, Winter, Spring)

I-Ready Literacy Task for Grade 1 Word Recognition Fluency (Fall)

I-Ready Literacy Task for Grade 1 Passage Reading Fluency (Winter, Spring)

Grades 2-3:

I-Ready Diagnostic for reading (Fall, Winter, Spring)

I-Ready Literacy Task for Grades 2-3 Passage Reading Fluency (Fall, Winter, Spring)

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

The monitoring of Tier I instruction serves two critical roles. First, it is used to determine if core instruction is effective for the majority of students (at least 80%) and to help identify those students who are at risk or in need of more individualized support. A sufficient core is fundamental to the success of MTSS and cannot be overlooked.

The effectiveness of Tier 1 instruction will be monitored by stakeholders utilizing walkthroughs, gathering data from the following areas:

- **Curriculum Fidelity:** Verifying that the curriculum is taught as intended and aligned to standards.
- **Instructional Delivery:** Observing effective techniques like explicit teaching, differentiation, small groups, engagement, feedback, checks for understanding, tech integration, and a positive environment.
- **Evidence-Based Practices:** Ensuring teachers use research-backed instructional strategies.
- **Time Allocation:** Confirming adequate instructional time in core subjects via the master schedule.
- **Ongoing Data Collection:** Using assessments, observations, and feedback to adjust and improve instruction.

These elements ensure high-quality, consistent Tier 1 instruction for all students.

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

Similar to Tier 1, Tier 2 includes analyzing student data and providing targeted instruction during small group and intervention time. Ensure the schedule allows adequate time and structure to support interventions. Monitor student progress to assess outcomes, make necessary adjustments, and evaluate response to interventions. Provide training and support for staff delivering interventions. Follow the MTSS framework and maintain coordination and collaboration with the MTSS Coordinator.

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

Ensure the Tier 3 intervention schedule allows for more frequent, intensive interventions than Tier 2, with smaller group sizes or individualized support. Monitor student data closely to track progress, evaluate response to interventions, and make necessary adjustments. Provide targeted training and ongoing support for staff delivering Tier 3 interventions. Implement interventions within the MTSS framework, with consistent coordination and collaboration with the MTSS Coordinator. Facilitate weekly collaboration between the interventionist and MTSS Coordinator to review data and adjust plans as needed.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: FAST ELA PM 3 (previous year) – AL of 3, 4, or 5 (and/or) I-Ready Diagnostic PM 1 (current year) – Level 4 (green) “Early -On Grade Level”, Level 5 (green-striped) “Mid or Above Grade Level”	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. FAST ELA PM Performance – AL of 3, 4, or 5 (and/or) I-Ready Diagnostic – Level 4 (green) “Early -On Grade Level”, Level 5 (green-striped) “Mid or Above Grade Level”	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 instruction. Literacy coaching and collaborative planning will help enhance instructional delivery and will positively impact student literacy growth and development.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Houghton Mifflin Harcourt into Reading (K-5)	2021-2022
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST ELA PM Performance – AL of 2 (and/or) I-Ready Diagnostic – Level 3 (yellow) “One Yr. Below Grade Level”	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: FAST ELA PM Performance – AL of 2 (and/or) I-Ready Diagnostic – Level 3 (yellow) “One Yr. Below Grade Level”		
Number of times per week interventions are provided: 3 times/week Number of minutes per intervention session: 20+ minutes		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Teacher-Led Reteaching Sessions (based upon inventory results)		While UFLI does not meet the strong, moderate, or promising evidence levels set by the What Works Clearinghouse (WWC), several recommendations from the WWC Practice Guide <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> support its approach: 1. Teach academic language skills, including inferential and narrative language, and vocabulary (<i>minimal evidence</i>). 2. Build phonemic awareness and link sounds to letters (<i>strong evidence</i>). 3. Teach decoding, word analysis, and word recognition (<i>strong evidence</i>). 4. Have students read connected text daily to improve accuracy, fluency, and comprehension (<i>moderate evidence</i>). UFLI includes these recommendations through a structured, explicit approach to teaching foundational reading skills. The district will support implementation by providing teachers with clear, easy-to-follow lesson plans that use a consistent eight-step routine.

I-Ready – Teacher Toolbox Resource	No Evidence Rating	Although I-Ready does not meet the strong, moderate, or promising evidence levels set by the What Works Clearinghouse (WWC), several recommendations from the WWC Practice Guide <i>Assisting Students Struggling with Reading: RtI & Multi-Tier Intervention</i> support its approach: 1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year (<i>moderate evidence</i>). The curriculum includes assessments geared toward identifying the individual needs of students. Information will assist teachers in determining an instructional plan for the students' needs. 2. Provide time for differentiated reading instruction (<i>minimal evidence</i>). A resource for supporting small-groups instruction based upon the needs of the students. 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (<i>strong evidence</i>). The Teacher Toolbox includes resources that are geared to support the components of reading. 4. Monitor the progress of tier 2 students at least once a month (<i>minimal evidence</i>). The Teacher Toolbox includes assessments geared toward identifying the individual needs of students. 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students show minimal progress after reasonable time in tier 2 small group instruction (<i>minimal evidence</i>). The structure of Teacher Toolbox allows teachers adjust instruction to support students in their development through small group instruction. I-Ready's Teacher Toolbox Resource includes these recommendations through a structured, explicit approach to teaching foundational reading skills. The district provides teachers support on the implementation of this program through ongoing PD.
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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		Verbiage (as needed)
TeachTown		While TeachTown does not meet the strong, moderate, or promising evidence levels set by the What Works Clearinghouse (WWC), several recommendations from the WWC Practice Guide <i>Assisting Students Struggling with Reading: RtI & Multi-Tier Intervention</i> support its approach: 1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year (<i>moderate evidence</i>). The curriculum includes benchmark assessments geared toward identifying the individual needs of SWD students. Information will assist teachers in determining an instructional plan for the students' needs. 2. Provide time for differentiated reading instruction (<i>minimal evidence</i>). Ex: Offers a blend of computer-delivered and teacher-led ABA instruction based upon the needs of the students, with the capability to differentiate curriculum up and down as needed. 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (<i>strong evidence</i>). TeachTown includes components that have literacy-based language activities geared to support reading fluency and comprehension, with an emphasis on phonics and phonological awareness skills. 4. Monitor the progress of tier 2 students at least once a month (<i>minimal evidence</i>). The curriculum includes benchmark assessments geared toward identifying the individual needs of SWD students. 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students show minimal progress after reasonable time in tier 2

		small group instruction (<i>minimal evidence</i>). The structure and scaffolding of TeachTown units allow teachers adjust instruction to support students in their development through small group instruction. The TeachTown curriculum includes these recommendations through a structured, explicit approach to teaching foundational reading skills. The district provides teachers support on the implementation of this program through ongoing PD.
I-Ready – Teacher Toolbox Resource		(See Above Verbiage)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Teacher-Led Reteaching Sessions (based upon inventory results)		While UFLI Foundations does not meet strong, moderate, or promising levels of evidence, several recommendations for the WWC Practice Guide <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> support its approach: 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities — (<i>strong evidence</i>) 2. Integrate oral and written English language instruction into content-area teaching — (<i>strong evidence</i>) 3. Provide regular, structured opportunities to develop written language skills — (<i>moderate evidence</i>) 4. Provide small-group instructional interventions to students struggling in areas of literacy and English language development — (<i>strong evidence</i>) These recommendations were built into the program by embedding explicit, systematic instruction in phonemic awareness, phonics, and word recognition that also incorporates structured opportunities for oral language practice, vocabulary building, and connected text reading. UFLI lessons provide scaffolds for English learners by reinforcing sound-symbol correspondences through multisensory routines, integrating oral and written language activities, and supporting

		comprehension and writing through guided practice. The district will support and monitor implementation of this program by providing professional learning on UFLI instructional routines, including scaffolds for English learners; offering coaching and PLCs to support teachers in integrating oral language and vocabulary into literacy instruction; and monitoring fidelity of implementation through observations and student progress data reviews aligned with WWC recommendations.
I-Ready - Teacher Toolbox Resource		(See Above Verbiage)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. K–3 students identified with a substantial reading deficiency will receive targeted multisensory interventions to support their literacy growth and development. These interventions will incorporate visual, auditory, kinesthetic, tactile, and olfactory/gustatory activities, offering a wide range of strategies that accommodate diverse learning styles and promote inclusive instruction. Tools such as blending boards, Elkonin boxes, and sand writing will be integrated into whole group, small group, and individualized instruction. Instruction will also include explicit lessons focused on phonology, sound-symbol correspondence, syllable knowledge, morphology, semantics, and syntax. By combining multisensory approaches with structured literacy, these interventions are designed to accelerate reading proficiency and support students in overcoming reading challenges.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: <u>Grades K-2:</u> 1. A student is identified as in need of Tier 3 interventions; (and/or) 2. A student scoring below the 10th percentile or is unable to complete practice question on the beginning or middle of the year FAST; (and/or) 3. A student scores a level 1 on PM3 the previous school year (and/or) 4. District/School/Teacher Developed Assessments – Scored 0-59% <u>Grade 3-5:</u> 1. A student was retained in the previous year; (and/or) 2. A student score below the 20th percentile on PM1 or PM2; (and/or) 3. Student scores a level 1 on any one administration of FAST (and/or) 4. District/School/Teacher Developed Assessments – Scored 0-59%		
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: <u>Grades K-2:</u> 1. A student is identified as in need of Tier 3 interventions; (and/or) 2. A student scoring below the 10th percentile or is unable to complete practice question on the beginning or middle of the year FAST; (and/or) 3. A student scores a level 1 on PM3 the previous school year (and/or)		

4. District/School/Teacher Developed Assessments – Scored 0-59% <u>Grade 3-5:</u> 1. A student was retained in the previous year; (and/or) 2. A student score below the 20 th percentile on PM1 or PM2; (and/or) 3. Student scores a level 1 on any one administration of FAST (and/or) 4. District/School/Teacher Developed Assessments – Scored 0-59%		
Number of times per week interventions are provided: 5 days/week Number of minutes per intervention session: 30 minutes/day		
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)
I-Ready - Teacher Toolbox Teacher-led small group instructional support.		(See Above Verbiage)
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program		Verbiage (as needed)
TeachTown Teacher-led small group instructional support.		(See Above Verbiage)
I-Ready – Teacher Toolbox Teacher-led small group instructional support.		(See Above Verbiage)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI		(See Above Verbiage)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. K–3 students identified with a substantial reading deficiency will receive targeted multisensory interventions to support their literacy growth and development. These interventions will incorporate visual, auditory, kinesthetic, tactile, and olfactory/gustatory activities, offering a wide range of strategies that accommodate diverse learning styles and promote inclusive instruction. Tools such as blending boards, Elkonin boxes, and sand writing will be integrated into whole group, small group, and individualized instruction. Instruction will also include explicit lessons focused on phonology, sound-symbol correspondence, syllable knowledge, morphology, semantics, and syntax. By combining multisensory approaches with structured literacy, these interventions are designed to accelerate reading proficiency and support students in overcoming reading challenges.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Instructional materials adopted by the Hardee County School District must be selected from the Florida Department of Education’s approved instructional materials list. Prior to adoption, an instructional design		

rubric is completed to ensure full alignment with the B.E.S.T. Standards. Additionally, the Reading Plan Decision Trees are aligned with the Multi-Tiered System of Supports (MTSS) framework to streamline the delivery of interventions. To support the effectiveness of Tier III instruction and interventions, administrators will conduct instructional walkthroughs and observations, while weekly data reviews of common formative assessments during PLCs will be used to identify areas for improvement. Literacy coaching and collaborative planning will further strengthen instructional practices and positively impact student literacy growth and achievement.

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.](#)

Schedule: June 2026, Monday through Thursday, 5 hours a day
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Instructional materials that will be utilized for Summer Reading Camp are Test Ready Plus Reading-Curriculum Associates and/or I-Ready. These programs meet Florida's requirements for evidence.
Alternative Assessment Used: Stanford Achievement Test, 10th Edition
Additional Information (optional):

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

Will the district implement this option? ☐ Yes ☒ No
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
I-Ready	☐ 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
WIDA	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
District Developed 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

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

6-8 student is identified as Tier 2 in reading if:

- Previous PM3 FAST ELA Level 1 or 2 (and/or)
- I-Ready Diagnostic Overall Grade Level Placement >2 years below level AP3 (and/or)
- I-Ready Diagnostic Overall Grade Level Placements >2 years below level AP2 (and/or)

- I-Ready Diagnostic Phonics and Phonological Awareness tested out AP2 and AP3

6-8 student is identified as Tier 3 and/or having a substantial deficiency in reading if:

- Previous FAST ELA Level 1 (and/or)
- I-Ready Diagnostic Overall Grade Level Placement >3 years below level AP2 (and/or)
- I-Ready Diagnostic Overall Grade Level Placement > 3 years below level AP3 (and/or)
- I-Ready Diagnostic Phonics and Phonological Awareness not tested out AP2 and AP3

MTSS Process

- School teams review/analyze data from universal screenings and state assessments to determine students needing beyond the Tier 1 instruction. {Criteria indicated above.}
- Students identified with a substantial deficiency will then be provided a higher level of support -Tier 2 or Tier 3. The planned intervention engagement time, the selection of an evidenced-based intervention, and appropriate progress monitoring measure/schedule are systematized through the problem-solving process model.
- Data results determine the level and content of differentiated intervention including the parameters for group size, intervention engagement time, & progress monitoring frequency:
 - Tier 2 students will receive an additional 30 minutes per week, in a small group setting of 5-8 students
 - Tier 3 students will receive an additional 60 minutes per week, in a small group setting of 3-5 students
- Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability using one or more of the following forms of notification: face-to-face meeting, phone call, letter, or email to parents.

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

The monitoring of Tier 1 instruction serves two critical roles. First, it is used to determine if core instruction is effective for the majority of students (at least 80%) and to help identify those students who are at risk or in need of more individualized support. A sufficient core is fundamental to the success of MTSS and cannot be overlooked.

The effectiveness of Tier 1 instruction will be monitored by stakeholders utilizing walkthroughs, gathering data from the following areas:

- Curriculum Fidelity: Verifying that the curriculum is taught as intended and aligned to standards.
- Instructional Delivery: Observing effective techniques like explicit teaching, differentiation, small groups, engagement, feedback, checks for understanding, tech integration, and a positive environment.
- Evidence-Based Practices: Ensuring teachers use research-backed instructional strategies.
- Time Allocation: Confirming adequate instructional time in core subjects via the master schedule.
- Ongoing Data Collection: Using assessments, observations, and feedback to adjust and improve instruction.

These elements ensure high-quality, consistent Tier 1 instruction for all students.

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

Similar to Tier 1, Tier 2 includes analyzing student data and providing targeted instruction during small group and intervention time. Ensure the schedule allows adequate time and structure to support interventions. Monitor student progress to assess outcomes, make necessary adjustments, and evaluate response to interventions. Provide training and support for staff delivering interventions. Follow the MTSS framework and maintain coordination and collaboration with the MTSS Coordinator.

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

Ensure the Tier 3 intervention schedule allows for more frequent, intensive interventions than Tier 2, with smaller group sizes or individualized support. Monitor student data closely to track progress, evaluate response to interventions, and make necessary adjustments. Provide targeted training and ongoing support for staff delivering Tier 3 interventions. Implement interventions within the MTSS framework, with consistent coordination and collaboration with the MTSS Coordinator. Facilitate weekly collaboration between the interventionist and MTSS Coordinator to review data and adjust plans as needed.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: FAST ELA PM 3 (previous year) – AL of 3, 4, or 5 (and/or) I-Ready Diagnostic PM 1 (current year) – Level 4 (green) “Early -On Grade Level”, Level 5 (green-striped) “Mid or Above Grade Level”	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST ELA PM Performance – AL of 3, 4, or 5 (and/or) I-Ready Diagnostic – Level 4 (green) “Early -On Grade Level”, Level 5 (green-striped) “Mid or Above Grade Level”	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 instruction. Literacy coaching and collaborative planning will help enhance instructional delivery and will positively impact student literacy growth and development.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill StudySync	2022-2023
Carnegie Learning	2022-2023
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST ELA PM Performance – AL of 2 (and/or) I-Ready Diagnostic – Level 3 (yellow) “One Yr. Below Grade Level”	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: FAST ELA PM Performance – AL of 2 (and/or) I-Ready Diagnostic – Level 3 (yellow) “One Yr. Below Grade Level”	
Number of times per week interventions are provided: 5 times/week	
Number of minutes per intervention session: 50 minutes	
Course(s) where interventions take place: M/J Language Arts 1, 2, or 3	
Supplemental Instruction/Interventions	

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
CommonLit	No Evidence Rating	While CommonLit does not meet the strong, moderate, or promising evidence levels set by the What Works Clearinghouse (WWC), recommendations from the WWC Practice Guide <i>Providing Reading Interventions for Students Grades 4-9</i> support its approach: 1. Routinely uses a set of comprehension-building activities (<i>strong evidence</i>). CommonLit contains units that are standards-aligned with sequenced skills instruction for building student knowledge and reading skills. 2. Provides students opportunities to practice making sense of stretch text (<i>moderate evidence</i>). Additionally, CommonLit provides full-length texts that challenge and engage students with embedded scaffolds to support productive struggle. These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. 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 from CommonLit through on demand professional learning.
I-Ready – Teacher Toolbox Resource		While I-Ready does not meet the strong, moderate, or promising evidence levels set by the What Works Clearinghouse (WWC), recommendations from the WWC Practice Guide <i>Providing Reading Interventions for Students Grades 4-9</i> support its approach: 1. Build students’ decoding skills so they can read complex multisyllabic words — (<i>strong evidence</i>) 2. Provide purposeful fluency-building activities to help students read effortlessly — (<i>strong evidence</i>) 3. Routinely use a set of comprehension-building practices to help students make sense of the text — (<i>strong evidence</i>)

		4. Provide students with opportunities to practice making sense of stretch text — <i>(strong evidence)</i> These recommendations were built into the program by embedding adaptive lessons that target multisyllabic decoding and word analysis, providing fluency practice through scaffolded passages and repeated readings, and integrating comprehension routines that emphasize vocabulary, questioning, summarizing, and self-monitoring. i-Ready also includes stretch text opportunities that gradually increase in complexity, supporting students in accessing grade-level materials with appropriate scaffolds. The district will support and monitor implementation of this program by offering professional learning on I-Ready's secondary intervention routines, facilitating coaching and PLCs for teachers to connect program data to small-group instruction, monitoring fidelity of implementation through usage reports and observations, and conducting regular reviews of student progress data to ensure alignment with WWC recommendations.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
I-Ready Teacher Toolbox Resource		(See above verbiage)
Read 180	Strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180	Strong	
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: <u>Grades 6 – 8:</u> 1. A student was retained in the previous year; (and/or) 2. Previous FAST PM ELA Level 1; (and/or) 3. Student scores a level 1 on any one administration of FAST (and/or) 4.i-Ready Diagnostic – Level 1 or 2 (red-striped / red) “ ≥ 2 Yrs. Below Grade Level” 5. District/School/Teacher Developed Assessments – Scored 0-59%		

Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • Previous FAST PM ELA Level 1 (and/or) • i-Ready Diagnostic Overall Grade Level Placement >3 years below level AP2 (and/or) • i-Ready Diagnostic Overall Grade Level Placement > 3 years below level AP3 (and/or) • i-Ready Diagnostic Phonics and Phonological Awareness not tested out AP2 and AP3		
Number of times per week interventions are provided: 5 times/week Number of minutes per intervention session: 50 minutes Course(s) where interventions take place: Intensive Reading 1, 2, 3		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 Teacher-Led Small Group	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability,		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 Teacher-Led Small Group	Strong	
I-Ready Teacher-Led Small Group		(See Above Verbiage) Teacher-led small group instructional support.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 Teacher-Led Small Group	Strong	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Teachers consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as vocabulary or comprehension in the intensive language arts program. Teachers provide tier 3 instruction within the Florida Standards using small group targeted instruction and instructional focus (group/student level needs.) Teachers meet and plan with ELA teachers to ensure alignment of instruction and materials to the B.E.S.T. Standards. Student progress is monitored through teacher observations, weekly assessments, weekly I-Ready lesson performance and I-Ready Diagnostic results. Students who are not making progress are referred for Problem Solving Team meetings. Team members determine interventions and intensity of interventions while providing ongoing progress monitoring. Student needs for additional supports are provided through this process. All students in		

intensive reading classes will take the READ 180 Reading Inventory to measure comprehension. If students score at a Lexile level of 600 or above they are placed in Read 180. If they score below 600 Lexile, then students take the phonics inventory. Depending on the phonic level, students are placed in leveled groups. Performance monitoring involves regular collection and analysis of data to track student progress. Additional monitoring helps to identify whether key elements of a research-based program are addressing student needs. Consistent analysis of relevant data will support the monitoring of student performance and segue, if necessary, into additional tiered support.

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?
WIDA	☐ 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
Read 180 Inventory (Intensive Classes)	☐ 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
District Developed Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11	☒ Oral Language ☒ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☒ Weekly ☐ 2 x Month ☒ Monthly

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?
	☒ Grade 12 ☒ All Students ☐ Select Students	☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☐ Summative	☒ 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.

9-12 student is identified as Tier 2 if:
 FAST ELA PM Performance – AL of 2 (and/or)
 I-Ready Diagnostic – Level 3 (yellow) “One Yr. Below Grade Level (incoming first-time 9th graders)

9-12 student is identified as Tier 3 and/or having a substantial deficiency in reading if:
Grades 9 – 10:
 1. A student was retained in the previous year; (and/or)
 2. Previous FAST PM ELA Level 1; (and/or)
 3. Student scores a level 1 on any one administration of FAST (and/or)
 4. I-Ready Diagnostic – Level 1 or 2 (red-striped / red) “ ≥ 2 Yrs. Below Grade Level” (incoming first-time 9th graders)
 5. District/School/Teacher Developed Assessments – Scored 0-59%

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

The monitoring of Tier I instruction serves two critical roles. First, it is used to determine if core instruction is effective for the majority of students (at least 80%) and to help identify those students who are at risk or in need of more individualized support. A sufficient core is fundamental to the success of MTSS and cannot be overlooked.

The effectiveness of Tier 1 instruction will be monitored by stakeholders utilizing walkthroughs, gathering data from the following areas:

- Curriculum Fidelity: Verifying that the curriculum is taught as intended and aligned to standards.
- Instructional Delivery: Observing effective techniques like explicit teaching, differentiation, small groups, engagement, feedback, checks for understanding, tech integration, and a positive environment.
- Evidence-Based Practices: Ensuring teachers use research-backed instructional strategies.
- Time Allocation: Confirming adequate instructional time in core subjects via the master schedule.
- Ongoing Data Collection: Using assessments, observations, and feedback to adjust and improve instruction.

These elements ensure high-quality, consistent Tier 1 instruction for all students.

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

Similar to Tier 1, Tier 2 includes analyzing student data and providing targeted instruction during small group and intervention time. Ensure the schedule allows adequate time and structure to support

interventions. Monitor student progress to assess outcomes, make necessary adjustments, and evaluate response to interventions. Provide training and support for staff delivering interventions. Follow the MTSS framework and maintain coordination and collaboration with the MTSS Coordinator.

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

Ensure the Tier 3 intervention schedule allows for more frequent, intensive interventions than Tier 2, with smaller group sizes or individualized support. Monitor student data closely to track progress, evaluate response to interventions, and make necessary adjustments. Provide targeted training and ongoing support for staff delivering Tier 3 interventions. Implement interventions within the MTSS framework, with consistent coordination and collaboration with the MTSS Coordinator. Facilitate weekly collaboration between the interventionist and MTSS Coordinator to review data and adjust plans as needed.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: FAST PM ELA Level 3-5 (or) FAST PM ELA Level 2 [with a history of level 3 or above] (or) Achieve a state approved concordant or comparative score to satisfy graduation assessment requirements
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Scoring on or above grade level on state and district assessments. Score of 70% or higher on benchmark or unit assessments.
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? The monitoring of Tier I instruction serves two critical roles. First, it is used to determine if core instruction is effective for the majority of students (at least 80%) and to help identify those students who are at risk or in need of more individualized support. A sufficient core is fundamental to the success of MTSS and cannot be overlooked. The effectiveness of Tier 1 instruction will be monitored by stakeholders utilizing walkthroughs, gathering data from the following areas: • Curriculum Fidelity: Verifying that the curriculum is taught as intended and aligned to standards. • Instructional Delivery: Observing effective techniques like explicit teaching, differentiation, small groups, engagement, feedback, checks for understanding, tech integration, and a positive environment. • Evidence-Based Practices: Ensuring teachers use research-backed instructional strategies. • Time Allocation: Confirming adequate instructional time in core subjects via the master schedule. • Ongoing Data Collection: Using assessments, observations, and feedback to adjust and improve instruction. These elements ensure high-quality, consistent Tier 1 instruction for all students.
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.

McGraw Hill StudySync		2022-2023
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - FAST ELA PM Performance – AL of 2 (and/or) - i-Ready Diagnostic – Level 3 (yellow) “One Yr. Below Grade Level (incoming first-time 9th graders) (and/or) <u>Has not</u> achieved a state approved concordant or comparative score to satisfy graduation assessment requirements		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: - FAST ELA PM Performance – AL of 2 (and/or) - I-Ready Diagnostic – Level 3 (yellow) “One Yr. Below Grade Level (incoming first-time 9th graders) <u>Has not</u> achieved a state approved concordant or comparative score to satisfy graduation assessment requirements		
Number of times per week interventions are provided: 3-5 times/week Number of minutes per intervention session: 50-90 minutes Course(s) where interventions take place: English 1, 2, 3, 4		
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)
Common Lit		While CommonLit does not meet the strong, moderate, or promising evidence levels set by the What Works Clearinghouse (WWC), recommendations from the WWC Practice Guide <i>Providing Reading Interventions for Students Grades 4-9</i> support its approach: 1. Routinely uses a set of comprehension-building activities (<i>strong evidence</i>). CommonLit contains units that are standards-aligned with sequenced skills instruction for building student knowledge and reading skills. 2. Provides students opportunities to practice making sense of stretch text (<i>moderate evidence</i>). Additionally, CommonLit provides full-length texts that challenge and engage students with embedded scaffolds to support productive struggle. These recommendations are implemented through explicit and systematic instruction

		focused on fluency and comprehension aligned to the science of reading. 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 from CommonLit through on demand 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, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		Verbiage (as needed)
Read 180	Strong	
English Language Learners		
Name of Program		Verbiage (as needed)
Read 180	Strong	
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: <u>Grades 9 – 12:</u> 1. A student was retained in the previous year; (and/or) 2. Previous FAST PM ELA Level 1; (and/or) 3. Student scores a level 1 on any one administration of FAST PM (and/or) 4. <u>Has not</u> achieved a state approved concordant or comparative score to satisfy graduation assessment requirements 5. District/School/Teacher Developed Assessments – Scored 0-59%		
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: <u>Grades 9 – 12:</u> 1. A student was retained in the previous year; (and/or) 2. Previous FAST PM ELA Level 1; (and/or) 3. Student scores a level 1 on any one administration of FAST PM (and/or) 4. <u>Has not</u> achieved a state approved concordant or comparative score to satisfy graduation assessment requirements 5. District/School/Teacher Developed Assessments – Scored 0-59%		
Number of times per week interventions are provided: 3-5 times/week Number of minutes per intervention session: 50-90 minutes Course(s) where interventions take place: Intensive Reading 1, 2, 3, 4		
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)

Read 180 Teacher-Led Small Group	Strong	
Common Lit Teacher-Led Small Group		(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, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		Verbiage (as needed)
i-Ready – Teacher Toolbox Teacher-Led Small Group		While I-Ready does not meet the strong, moderate, or promising evidence levels set by the What Works Clearinghouse (WWC), recommendations from the WWC Practice Guide <i>Providing Reading Interventions for Students Grades 4-9</i> support its approach: 1. Build students’ decoding skills so they can read complex multisyllabic words — <i>(strong evidence)</i> 2. Provide purposeful fluency-building activities to help students read effortlessly — <i>(strong evidence)</i> 3. Routinely use a set of comprehension-building practices to help students make sense of the text — <i>(strong evidence)</i> 4. Provide students with opportunities to practice making sense of stretch text — <i>(strong evidence)</i> These recommendations were built into the program by embedding adaptive lessons that target multisyllabic decoding and word analysis, providing fluency practice through scaffolded passages and repeated readings, and integrating comprehension routines that emphasize vocabulary, questioning, summarizing, and self-monitoring. i-Ready also includes stretch text opportunities that gradually increase in complexity, supporting students in accessing grade-level materials with appropriate scaffolds. The district will support and monitor implementation of this program by offering professional learning on I-Ready’s secondary intervention routines, facilitating coaching and PLCs for teachers to connect program data to small-group instruction, monitoring fidelity of implementation through usage reports and observations, and conducting regular reviews of

		student progress data to ensure alignment with WWC recommendations.
Read 180 Teacher-Led Small Group	Strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 Teacher-Led Small Group	Strong	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Students in this category that have been identified as having a substantial reading deficiency, based on their one or more of the indicators above, will be provided with differentiated intervention strategies as per a curriculum prescriptive instruction. FAST Level 1 - Students scoring substantially below grade level benchmark category will receive immediate intensive intervention four days a week for a minimum of 30 minutes per day in groups of 3-5 students in addition to the designated ELA block; by a certified reading endorsed staff member. Teachers provide tier 3 instruction within the Florida Standards using small group targeted instruction and instructional focus (group/student level needs.) Parents will be notified of the intensive reading interventions that are being used to help support their child. One or more of the following forms of notification will be used: face-to face meeting, phone call, letter, or email to parents. Data will be discussed at PLC meetings, Data Chats with admin, teachers, coaches, and/or students, during Literacy Committee Meetings, and during MTSS meetings.		

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

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

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

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

Name of Professional Learning	Target Audience	Description
UFLI Training	Teachers K-2; Administrators (district level & school-site)	Admin began initial training over the summer, with instructional staff completing training coursework at the start of school. Ongoing PD will continue via monthly virtual

		training, as well as site-based support sessions. PD supports developing knowledge of the science of reading with a focus on the components of phonological awareness, phonics, & fluency to support comprehension.
UncomplicatEd	Teachers	School sites (secondary & elementary) will be participating in UncomplicatEd training that focuses on expanding teachers' knowledge and understanding of B.E.S.T. ELA standards and the application into classroom instruction.

Instructional Personnel and Certified PreK Teachers

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

The District offers in-district ESOL courses at no cost to teachers. A variety of online learning opportunities are also available to support professional growth, including Reading Endorsements. Additional endorsements, such as Gifted, can be accessed through local consortiums, state-sponsored programs, or approved online platforms. For some select endorsements or micro credentialing, a stipend may be offered upon successful completion.

Differentiated Professional Learning

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

The Hardee County School District utilizes a data-driven approach to professional learning, ensuring that teacher support is differentiated and intensified based on student progress monitoring outcomes. This approach allows instructional leaders to identify specific areas of need and tailor professional development accordingly.

1. Data-Informed Needs Assessment

Progress monitoring data (e.g., FAST, I-Ready, and classroom-based assessments) are regularly analyzed during PLCs, leadership meetings, and data chats. When trends indicate that students are not making adequate progress in specific grade levels, classrooms, or content areas, targeted support for teachers is initiated.

2. Differentiated Professional Learning

- School-wide or grade-level sessions address common areas of need, such as foundational reading skills, vocabulary development, or comprehension strategies.
- Targeted small-group training is offered for teachers whose student data shows specific deficits, such as phonics instruction or intervention delivery.

- Individualized coaching plans are developed for teachers requiring more intensive support, including modeling, co-teaching, and observation-feedback cycles.

3. Ongoing Monitoring and Adjustments

Teacher growth is tracked through follow-up data reviews, classroom walkthroughs, and feedback from literacy coaches. Adjustments are made to professional learning plans as needed to ensure alignment with evolving student performance data.

4. Embedded Coaching and Collaboration

Literacy coaches provide job-embedded support, facilitating data-driven instructional planning, modeling evidence-based reading strategies, and helping teachers analyze formative assessments. PLCs serve as ongoing learning communities where teachers reflect on data and refine practices collaboratively.

By aligning professional learning with progress monitoring data, the district ensures that teachers receive the right support at the right time—leading to stronger instructional practices and improved student literacy outcomes.

Mentor Teachers

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

School-Site Mentor teachers are selected based on instructional effectiveness, leadership, and demonstration of skills aligned with the Florida Educator Accomplished Practices (FEAPs). These targeted teachers will serve as a valuable resource for other instructional staff – both new and developing. Additionally, district level literacy coaches will also serve in the role of mentor to teachers utilizing the literacy coaching model.

Model classrooms are identified at each school site to showcase best practices aligned with Florida Standards. Grade-level or department-based collaboration further enhances the model classroom approach, allowing teachers to engage in co-planning, peer observation, and reflective practice. District-level coaches provide additional support by helping mentor teachers lead instructional rounds, facilitate professional learning communities (PLCs), and align their practices with state and district initiatives. This system helps build instructional capacity across the school while promoting a culture of continuous improvement and collaboration aligned with Florida’s educational priorities.

Professional Learning Time

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

The Hardee County School District prioritizes collaborative professional learning by embedding dedicated time into the weekly schedule for teachers to engage in data-driven collaboration and instructional planning. Professional learning will be conducted during weekly professional learning communities that are focused on analyzing student data, planning for differentiated instruction and interventions, sharing of best practices and evidence-based strategies, collaboration on instructional alignment to the B.E.S.T. Standards, and reflection on student progress and instructional outcomes. Literacy coaches and school leaders often facilitate or participate in PLCs to provide guidance, lead discussions, and offer targeted professional development. Their presence helps maintain a focus on instructional goals and ensures alignment with district initiatives. The district supports site-based flexibility, allowing school leaders to structure weekly

professional learning time in ways that best meet their staff's needs, while ensuring alignment with school improvement goals and student achievement data.

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

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

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

In accordance with s. 1008.25(5)(d), F.S., the Hardee County School District has established a comprehensive plan to ensure timely and effective parent notification when a student is identified with a substantial reading deficiency.

- 1. Timely Written Notification**
Parents or guardians will be notified in writing within 15 school days of identification through universal screening, progress monitoring, or diagnostic assessments. The notification will clearly state that the child has been identified with a substantial reading deficiency and is not currently meeting grade-level expectations in reading.
- 2. Explanation of Interventions and Support**
The notification will include a detailed description of the intensive interventions the student will receive through the Multi-Tiered System of Supports (MTSS), including how the interventions are designed to address the specific areas of reading difficulty.
- 3. Strategies for Parent Support**
Parents will be provided with a Read-At-Home Plan that includes evidence-based strategies and resources to support reading development at home. This includes multisensory activities, guidance on reading routines, and access to online platforms such as I-Ready, Accelerated Reader, and TumbleBooks.
- 4. Information on Retention and Good Cause Exemptions**
In compliance with state requirements, the letter will inform parents of the potential implications of the reading deficiency, including possible retention in grade 3 if the deficiency is not remediated by the end of the year. It will also explain the Good Cause Exemptions that may apply.
- 5. Progress Updates**
Parents will receive regular updates on their child's reading progress during parent-teacher conferences, report card distributions, and scheduled MTSS team meetings. Teachers will maintain

open communication and collaborate with families to adjust interventions as needed.

6. Language Accessibility

All notifications and resources will be provided in the parent's home language, as required, to ensure full understanding and engagement.

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).

The Hardee County School District is committed to building strong school-to-home connections that support literacy development. To enhance family engagement and increase opportunities for reading at home, the district partners with a variety of programs and initiatives, including the following:

1. New Worlds Reading Initiative

In collaboration with the Florida Department of Education and the University of Florida Lastinger Center, this initiative provides free, monthly book deliveries to the homes of eligible students identified with a substantial reading deficiency. Books are paired with family engagement activities and reading tips to encourage shared reading and build home libraries. The district supports families in enrolling their children and promotes ongoing participation throughout the school year.

2. Read-At-Home Plan

The district provides a Read-At-Home Plan to families of students who are not meeting grade-level reading expectations. This plan includes evidence-based strategies, multisensory activities, and guidance on how to structure reading routines at home. Both hard copies and digital access are available to ensure all families can benefit.

3. Online Reading Platforms

To promote access to engaging reading materials outside of school hours, the district offers student access to digital literacy tools such as:

- I-Ready Reading – adaptive instruction and practice
- Accelerated Reader (AR) – encourages independent reading and tracks comprehension
- TumbleBooks – an online collection of animated, talking picture books and chapter books

Families are encouraged to use these tools at home, and guidance is provided to help parents support their children's use of them effectively.

4. Family Literacy Nights and Workshops

Schools within the district regularly host Family Literacy Nights, Book Fairs, and reading-focused parent workshops. These events provide families with strategies to support reading at home, distribute free books, and showcase student progress.

5. Community Partnerships

The district collaborates with local libraries, early learning coalitions, and non-profit organizations to provide literacy resources, access to books, and parent education sessions. Public library partnerships help families access library cards, attend reading events, and participate in summer reading programs.

Through these partnerships and programs, the district strengthens family involvement in literacy and supports students in developing a lifelong love of reading.

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

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

Initials	Assurance
MNF	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
MNF	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.
MNF	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.
MNF	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
MNF	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
MNF	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.
MNF	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.

MNF	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
MNF	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): Mary N. Farr	
Signature: 	Date: August 15, 2025

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

9) Highly Effective Teachers

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

The district prioritizes the assignment of highly effective teachers to kindergarten through grade 2 by using evaluation data, student performance outcomes, and administrator recommendations to guide placement decisions. Recognizing the critical importance of early literacy and foundational skill development, the district works to place its strongest instructional staff in these early grades to ensure students receive high-quality instruction from the start.

School administrators work closely with district leadership to analyze teacher effectiveness ratings and align staffing decisions with student needs, especially in schools identified for additional support. Targeted professional development, and coaching support are provided to retain and support highly effective teachers in K–2 classrooms, reinforcing the district’s commitment to early learning success.