

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	Melissa Ziemer	MelissaCZ@leeschools.net	239-335-1423
Data Element	Phil Savage	Phillipds@leeschools.net	239-337-8500
Third Grade Promotion	Erin Groeneveld	ErinBGi@leeschools.net	239-335-1513
Multi-Tiered System of Supports	Amy Clark	AmyCL@leeschools.net	239-335-1485
K-2 Literacy Coordinator	Rhonda Boils	rhondaafb@LeeSchools.net	239-939-6803
Chief Academic Officer	Dr. Nathan Shaker	NathanS@leeschools.net	239-939-6830
VPK	Dr. Bethany Quisenberry	BethanyLQ@leeschools.net	239-461-8412

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches/Educational Enrichment	2,897,373.23	37
Intervention teachers	0.00	
Scientifically researched and evidence-based supplemental instructional materials	9,772,107.75	
Third grade summer reading camps	0.00	
Summer reading camps	0.00	
Secondary Expenses		
Literacy coaches	1,551,883.76	16
Intervention teachers	0.00	
Scientifically researched and evidence-based supplemental instructional materials	5,010,479.19	
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	0.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0.00	
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	19,231,843.93	53

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	4.5%	3.5%	76.3%	79.3%

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

Based on an analysis of student performance data, the district will implement a comprehensive, data-driven plan to strengthen literacy outcomes for Voluntary Prekindergarten (VPK) students. The plan focuses on three key areas: targeted instructional support, professional development, and family engagement.

First, the district will enhance early literacy instruction by aligning curriculum with the Florida Early Learning and Development Standards and ensuring systematic, explicit instruction in foundational skills such as phonological awareness, vocabulary development, and oral language. Data will be used to identify learning gaps and inform differentiated instructions to meet individual student needs.

Second, educators will receive ongoing professional development focused on evidence-based literacy strategies, assessment of literacy, and progress monitoring. This will empower teachers to use assessment data effectively to drive instruction and provide timely interventions.

Finally, the district will strengthen family partnerships by providing resources and training that support early literacy development at home. Through these combined efforts, the district aims to increase kindergarten readiness and ensure all VPK students are on a path to early reading success.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	21%	18%	54%	57%
1	28%	25%	56%	59%
2	29%	26%	48%	51%
3	26%	23%	52%	55%
4	24%	21%	54%	57%
5	18%	15%	58%	61%
6	26%	23%	51%	54%
7	22%	19%	56%	59%
8	23%	20%	55%	58%
9	23%	20%	54%	57%
10	22%	19%	55%	58%

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	STAR CBM Reviewed 3x a year (K-5) FAST-STAR 3x a year (K-2)	IXL path data- monitored Weekly

	FAST-Cambium 3x a year (3-5) IXL Diagnostic- Targets Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 1x annually (K-5) District-developed assessments targeting Phonological Awareness, Phonics, Fluency, Vocabulary, and comprehension 2x each quarter (K-2) Common District Exemplar (formative) Data: End of each instructional Unit (K-5)	Common District Exemplar (formative) Data: End of each instructional week (3-5)
Actions for continuous support and improvement	The Academic and Student Services team, including representatives from ESE, ESOL and MTSS, will meet quarterly to discuss data results and plan for district intervention at the school level, as well as determine the next steps for professional learning opportunities.	Administrators are provided tools such as curriculum briefs, pacing guides, etc. as support for classroom walks as they complete observations. In addition, these resources are helpful as they attend PLCs. Administrators also have data dashboards built and managed by Business Intelligence (BI) to monitor reading achievement data. Literacy coaches support at the school level by hosting professional development and attending PLCs, as well as pushing into classrooms. In addition, administrators meet regularly with Literacy Coaches for the purpose of determining action plans based on data analysis.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST-Cambium 3x a year (6-8) HMH Read 180 NWEA MAP targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 3x a year (PY FAST ELA Level 1)	HMH Read 180 / Read 180 Code path- monitored weekly

	Common District Exemplar (formative) Data: End of each instructional Unit (6-8)	
Actions for continuous support and improvement	The Academic and Student Services team, including representatives from ESE, ESOL and MTSS, will meet quarterly to discuss data results and plan for district intervention at the school level, as well as determine the next steps for professional learning opportunities.	Administrators are provided tools such as curriculum briefs, pacing guides, etc. as support for classroom walks as they complete observations. In addition, these resources are helpful as they attend PLCs. Administrators also have data dashboards built and managed by Business Intelligence (BI) to monitor reading achievement data. Literacy coaches support at the school level by hosting professional development and attending PLCs, as well as pushing into classrooms. In addition, administrators meet regularly with Literacy Coaches for the purpose of determining action plans based on data analysis.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST-Cambium 3x a year (9-10) FAST-Cambium 3x a year (9-10 and 11/12 FAST ELA Retake) HMH Read 180 NWEA MAP targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 3x a year (PY FAST ELA Level 1) Common District Exemplar (formative) Data: End of each instructional Unit (9-10)	HMH Read 180 / Read 180 Code path- monitored weekly
Actions for continuous support and improvement	The Academic and Student Services team, including representatives from ESE, ESOL and MTSS, will meet quarterly to discuss data results and plan for district intervention at the school level, as well as determine the next steps for professional learning opportunities.	Administrators are provided tools such as curriculum briefs, pacing guides, etc. as support for classroom walks as they complete observations. In addition, these resources are helpful as they attend PLCs. Administrators also have data dashboards built and managed by Business Intelligence (BI) to

		monitor reading achievement data. Literacy coaches support at the school level by hosting professional development and attending PLCs, as well as pushing into classrooms. In addition, administrators meet regularly with Literacy Coaches for the purpose of determining action plans based on data analysis.
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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.

Academic and Student Services are responsible for ensuring that all K–12 Reading Plan objectives are successfully met at each school. By frequently monitoring district ELA data, the team ensures fluid and accurate student placement in core and supplemental reading programs that adapt as students grow. To maximize instructional efficacy from the start of the school year, Academic and Student Services reviews student schedules based on FY26 FAST ELA data. A strategic partnership with Business Intelligence (BI) allows school-based leaders to track and monitor literacy outcomes of district-created common formative exemplars, giving Regional Associate Superintendents the data-driven insights needed to prioritize and deploy Academic and Student Services support.

To sustain these practices, the District Core Curriculum, Instruction and Assessment team provides ongoing professional development and targeted school support. During Quarterly Data Chats and monthly Principal meetings, leaders review reading data and revisit action plans to ensure campuses are adequately resourced. Furthermore, prior to conducting classroom walks, administrators collaborate to establish shared working definitions of the district observation tool. This establishes common "look-fors" and a unified instructional language across elementary, middle, and high school levels.

Based on a recent root-cause analysis, strengthening Tier 1 high-quality instruction remains the district's primary objective, with an explicit emphasis on securing foundational literacy in early childhood. Professional Learning has prioritized the implementation of the University of Florida Literacy Institute (UFLI) Foundations program to systematically strengthen K–2 reading outcomes. Combined with Science of Reading training provided to administrators and literacy coaches through the University of Florida Lastinger Center, these initiatives equip leaders with a robust, evidence-based understanding of literacy development. This shared foundation allows leaders to accurately assess Tier 1 environments and ensure younger students are mastering essential decoding and linguistic skills while reading complex, grade-level texts.

Ultimately, core instruction must be implemented to the full depth and breadth of the benchmarks, incorporating direct instruction in metacognitive strategies so students can apply thinking skills beyond a single text. To support this push for proficiency, the MTSS problem-solving process is being refined to focus on optimizing Tier 1 instruction through observation and feedback centered on teacher practice and student learning. To ensure all students receive content-aligned instruction, updated instructional guides will embed targeted scaffolds and supports tailored for ELL, ESE, and high-performing students alike.

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

To support routine classroom observations, administrators utilize specialized resources such as curriculum briefs, pacing guides, and weekly updated data dashboards to closely monitor reading achievement. These classroom walkthroughs occur regularly and consist of both formal and informal visits. Informal walkthroughs are conducted at least once per month—though often more frequently—and directly align with the instructional focus areas shared during monthly administrative and coach meetings to ensure core instruction matches benchmark expectations. Following these observations, administrators collaborate with teachers or literacy coaches to determine targeted next steps. Additionally, administrators meet regularly with school-based literacy coaches to design data-driven action plans. Coaches further support instruction by facilitating professional learning, participating in weekly Professional Learning Communities (PLCs), executing coaching cycles, and providing side-by-side classroom support. At the leadership level, the Academic and Student Services team meets monthly to analyze district data, coordinate school-level interventions, and plan upcoming professional development. Concurrently, school-based Reading Leadership Teams meet monthly to schedule walkthroughs and attend weekly PLCs where core reading, and progress monitoring data are analyzed. This ongoing data review directly informs school action plans and customizes classroom "look-fors" based on individual teacher needs and instructional improvement plans.

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.

Comprehensive data analysis plays a critical role in identifying necessary areas for instructional improvement. The district synthesizes multiple data streams, including ESSA metrics, historical trend data, school component cells, progress monitoring results, and core/supplemental program usage, alongside qualitative feedback from classroom walkthroughs to build targeted school-level action plans and allocate district resources. Additionally, collaborative data chats involving principal leads, the Chief Academic Officer, and the Academic and Student Services team facilitate strategic, ongoing dialogues regarding plan implementation and the real-time monitoring of student progress.

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

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

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

☒ Yes

☐ No

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

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

The district communicates its literacy coach model to principals by distributing detailed job descriptions that outline the primary responsibilities and performance expectations of the role. To ensure systemic clarity and operational alignment, these same guidelines are provided to the literacy coaches during coach meetings. Additionally, the core role of the coach and the sharing of high-impact instructional practices are regularly reinforced during leadership meetings, promoting consistent, high-fidelity implementation across all school campuses.

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

The district provides a multi-layered support system for literacy coaches throughout the school year to drive student achievement and support the implementation of newly adopted ELA curricular resources:

- **Professional Development & Action Planning:** Coaches participate in monthly professional learning sessions, dedicating structured time to analyze student data and refine their instructional action plans for the upcoming month.
- **Targeted Curriculum Walkthroughs:** To monitor and support the deployment of the new ELA instructional materials, coaches participate in targeted walkthroughs, ensuring classroom practices align with the depth and breadth of the new resources.
- **Accountability and Monthly Data Analysis:** Ongoing instructional impact is evaluated through systematic, monthly analysis of student performance data. This continuous review allows the district to identify specific campuses or classrooms requiring additional professional learning, ensuring coaching interventions are directly responsive to real-time teacher implementation and student learning needs.

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

The District supports literacy coaches in prioritizing high-impact activities through a structured framework centered on professional learning, research-based strategies, and a district-wide focus on establishing strong, data-driven PLC practices.

Coach meetings are intentionally designed to align with broader district literacy goals. Held monthly, these sessions provide:

- **Collaborative Planning:** Dedicated time for professional learning and strategic planning centered on research-based instruction.
- **PLC Facilitation Skills:** Targeted development to help coaches lead and cultivate highly effective Professional Learning Communities (PLCs) at their respective campuses.

During monthly sessions, coaches utilize data analysis protocols to evaluate school- and student-level metrics.

- Coaches identify academic trends and establish measurable goals.
- These findings are used to design targeted action plans, which coaches integrate directly into weekly school-based PLCs to ensure collaborative teacher planning remains responsive to real-time student data.

To maximize impact, practical coaching scenarios are embedded into the district's professional learning sessions. This modeling strengthens a coach's ability to:

- Facilitate evidence-based, data-driven goal-setting sessions within school PLCs.
- Deliver differentiated professional development tailored to teacher needs.
- Support ongoing instructional improvements through side-by-side, job-embedded coaching.

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

The district utilizes a structured, comprehensive approach to monitor coaching implementation, ensuring that literacy coaches focus on high-impact work while receiving the differentiated support necessary to succeed in their unique school environments.

Coaching efficacy is evaluated using monthly student performance metrics and instructional data. These metrics ensure coaches are actively deployed in responsive, high-impact activities, including:

- Facilitating collaborative data discussions and weekly PLCs.
- Conducting job-embedded coaching cycles, model lessons, and co-teaching sessions.
- Providing targeted professional learning opportunities based on real-time data or school leader requests.

The district literacy team evaluates campus-level instructional data monthly to ensure coaching alignment with high-priority literacy goals. This monitoring process is deeply tied to a model of differentiated intervention:

- **Targeted Assistance:** Data analysis is used to identify specific coaches or school campuses that require localized, specialized support.
- **Customized Professional Learning:** Rather than applying a one-size-fits-all approach, the district customizes upcoming professional development and side-by-side coaching cycles based on individual coach performance and student growth metrics.

To maintain a well-rounded perspective on instructional growth, the district pairs data streams, including campus walkthrough data, school leader feedback, and action plan tracking. This feedback loop ensures that the coaching model remains highly effective, strictly benchmark-aligned, and structurally responsive to the diverse needs of schools across the district.

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

The district implements a multi-layered approach to measure the effectiveness of the literacy coach model, ensuring coaching directly impacts instructional quality and student achievement.

School leaders provide continuous, qualitative insights regarding coaching impact on their campuses.

- **Instructional Observation:** Administrators regularly observe coach-teacher interactions, review the deployment of newly adopted instructional strategies, and evaluate how effectively coaches support teachers in meeting student benchmarks.
- **Trend Analysis:** The district literacy team synthesizes this leadership feedback to identify growth areas, using the findings to design targeted professional development for coaches during monthly meetings.

Data facilitation metrics serve as a quantitative measure of coaching success.

- **Collaborative Data Chats:** Coaches support structured data chats to help teachers isolate performance trends, set target metrics, and refine Tier 1 core instruction.
- **Opportunity-Focused:** Data from these collaborative discussions serves as a diagnostic tool to identify critical opportunities for targeted instructional support, ensuring coaching resources are deployed where they will most effectively enhance teacher proficiency and drive student growth.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).

- **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
- **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
- **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The district implements a comprehensive Multi-Tiered System of Supports (MTSS) framework designed to systematically address the academic and literacy needs of all learners. Within Tier 1, all students receive explicit, standards-aligned core instruction aimed at mastering grade-level benchmarks. This high-quality literacy instruction is delivered with fidelity by highly trained educators to ensure the vast majority of students achieve proficiency across the six essential components of reading.

To accommodate diverse learning profiles, educators embed targeted scaffolding and differentiated instructional strategies within individual or small-group settings. These foundational supports maintain rigorous alignment with grade-level expectations while offering intentional practice and tutorials to reinforce benchmark mastery.

Students requiring support beyond core instruction receive supplemental, evidence-based interventions at the Tier 2 or Tier 3 levels, determined through a structured data analysis and problem-solving process. Tier 2 instruction is delivered in small groups to maximize instructional time and provide focused, targeted support. Tier 3 interventions cater to students facing significant risk of academic deficit or delayed graduation; these learners receive intensive, immediate support from reading-certified or endorsed instructors utilizing evidence-based intervention programs. Progress monitoring data for Tiers 2 and 3 is reviewed with greater frequency than core metrics, allowing school teams to dynamically adjust intervention groupings and lesson plans based on real-time student growth.

For students enrolled in Tier 3 intensive interventions, the school-based MTSS problem-solving team routinely evaluates progress to determine the efficacy of the current placement. When data indicates a need for deeper diagnostic evaluation, assessment results are used to determine eligibility for Exceptional Student Education (ESE) services or to refine existing accommodations. Additionally, English Language Learners (ELLs) are matched with appropriate literacy interventions. Data from English for Speakers of Other Languages (ESOL) assessments is triangulated with reading data to closely monitor progress, identify necessary language services, and communicate alignment strategies directly to classroom educators. To streamline tracking, specific student demographic subgroups are designated with distinct identifiers within the FOCUS student information system, granting leadership teams access to advanced reporting tools to ensure all interventions precisely support student growth.

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.

To effectively support PreK learners, the district implements standards-based core instruction and practice to ensure students acquire the foundational knowledge and skills essential for success in kindergarten. To facilitate this, the district provides a standards-based scope and sequence alongside instructional resources strictly aligned with the *Teaching Strategies* curriculum.

Ongoing formative assessments are conducted through *Teaching Strategies GOLD*, and students are formally evaluated three times annually using the *STAR Early Learning* assessment. PreK educators receive targeted training in data analysis for both assessment instruments, enabling them to deliver precise interventions and enrichment activities tailored to individual student needs.

To monitor classroom fidelity, administrators conduct classroom walk-throughs and collaborate with instructional coaches to analyze classroom walkthrough data and design localized instructional support plans. This collaborative review identifies key opportunities for targeted coaching and additional professional learning. Additionally, teachers regularly monitor progress data to guide the implementation of differentiated interventions and enrichment strategies, while instructional coaches provide job-embedded, in-class support as needed.

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

Curriculum for reading instruction includes Teaching Strategies (Creative Curriculum), Heggerty Phonemic Awareness, and Launchpad (Really Great Reading).

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.](#)

Scholastic's *On My Way* is the intervention program. Students that are below expectations according to Teaching Strategies Gold data are retaught in small groups.

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?
Renaissance STAR CBM	☐ VPK ☐ PreK	☐ Oral Language ☒ Phonological	☒ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

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 K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	Monitoring ☐ Diagnostic ☐ Summative	☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Renaissance STAR CBM	☐ 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
IXL LevelUp Diagnostic	☐ 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
PCG Unit Assessments K-2 Core Curriculum (Custom designed by Public Consulting Group using The Science of Reading research to	☐ 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-as indicated by Scope and Sequence

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?
meet the BEST Benchmarks for Reading, Writing, and support small group learning) (ESSA Level Promising)				
Benchmark Advance 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-as indicated by Scope and Sequence
Intervention placement tests and progress monitoring 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
Language for Learning (ELL)	☐ 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-as indicated by the program.
Imagine Learning (ELL)	☐ VPK ☐ PreK ☒ Grade K	☐ Oral Language ☒ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

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 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Phonics ☒ Fluency ☒ Vocabulary ☐ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

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

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

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

Assessment & Core Instruction (Tier 1)

- **Formative Assessments:** Aligned with benchmarks to measure proficiency on grade-level standards, directly guiding instructional planning and early intervention.
- **Universal Screeners:** Evaluated quarterly to judge Tier 1 effectiveness. Supplemental core resources are dynamically adjusted if screening data highlights widespread gaps.

Targeted Interventions (Tiers 2 & 3)

- **Tier 2 Support:** Students scoring below benchmark on FAST and/or STAR CBM's receive an additional 50–60 minutes of daily, targeted reading instruction in small groups of 4–5.
- **Tier 3 Support:** For students making inadequate progress under Tier 2. This intensive intervention increases frequency, specializes content, and shrinks group sizes to 1–3 students.

Fidelity & Capacity Building

- **District Learning Walks:** Periodic walkthroughs allow leaders to observe instruction and monitor program usage. Qualitative field data is triangulated with quantitative metrics for a comprehensive view of effectiveness.
- **MTSS Trainings:** Through district-level training, school leaders review performance data to plan targeted student support
- **School-Level Leadership:** Literacy coaches and grade-level leaders drive the MTSS process, collaborating directly with school-based teams to analyze data and monitor student outcomes.

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

Tier 2 Targeted Interventions

- **Identification Criteria:** Students in grades 4–5 scoring below grade-level benchmarks on FAST (Level 2 or below) and/or CBM assessments.
- **Instructional Dosage:** An additional 50–60 minutes of daily, targeted reading instruction delivered in small groups of approximately 4–5 students.
- **Focus:** Supplemental to core instruction; explicitly addresses specific skill gaps identified through assessment metrics.

Tier 3 Intensive Support

- **Progression Pathway:** Initiated for Tier 2 students who do not demonstrate adequate progress based on benchmark data and ongoing progress monitoring.
- **Instructional Dosage:** Highly intensive, individualized instruction delivered in micro-groups of 1–3 students.
- **Target Population:** Designed for students significantly below grade level who face a greater risk of long-term academic difficulties.

Fidelity & Capacity Building

- **District Learning Walks:** Periodic walkthroughs allow leaders to observe instruction and monitor program usage. Qualitative field data is triangulated with quantitative metrics for a comprehensive view of effectiveness.
- **MTSS Trainings:** Through district-level training, school leaders review performance data to plan targeted student support
- **School-Level Leadership:** Literacy coaches and grade-level leaders drive the MTSS process, collaborating directly with school-based teams to analyze data and monitor student outcomes.

- **Framework Objectives:** Ensures a fluid, data-driven MTSS continuum that empowers educators to respond promptly to learning needs and improve overall reading outcomes.

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

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

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Early Literacy Screening (Pre-K–Grade 2)

- **Core Screeners:** Students in Kindergarten through Grade 2 are evaluated using the STAR CBM assessments. Pre-K through Grade 1 students are additionally assessed via FAST (STAR Early Literacy).
- **Targeted Metrics:** FAST specifically measures *Phoneme Segmentation Fluency* and *Nonsense Word Fluency*.
- **Risk Trigger:** Any student scoring in the "red range" on either subtest indicates critical deficits in phonological awareness or decoding and is automatically flagged for targeted foundational decoding intervention

Intermediate Screening (Grade 3)

- **Core Screener:** Grade 3 students utilize STAR CMB to measure oral reading accuracy and fluency.
- **Risk Trigger:** Scoring in the "red range" for *Correct Words Per Minute* triggers immediate targeted interventions, delivered either one-on-one or in small groups during designated intervention blocks.

Tier 3 Dyslexia Support

- **Identification:** Applied to students whose screening and performance data exhibit clear characteristics of dyslexia.
- **Intervention Design:** Interventions are intensive, evidence-based, and structurally delivered with increased frequency in minimized group sizes to accommodate highly individualized learning needs.

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

If additional screening data indicates that a student may be at risk for dyslexia, additional screening is implemented as outlined below:

Additional Screening Process (K–Grade 3)

- Implemented immediately when initial screening data indicates that a student may be at risk for dyslexia.
- **Diagnostic Screeners:** Selected and administered based on specific individual student needs:
 - *Heggerty Phonological and Phonemic Awareness Assessments*
 - *UFLI Intervention and Placement*
 - *STAR CBM Dyslexia Screener*

Advanced Third-Grade Assessment

- **Core Screener:** *Amira Dyslexia Screener*
- **Targeted Component:** Features a Rapid Automatized Naming (RAN) metric to isolate processing speed and automatic retrieval deficits—both critical indicators for formal dyslexia screening.

Intervention Pathway

- **Instructional Model:** Students identified with dyslexia characteristics receive intensive Structured Literacy Interventions.
- **Framework Design:** Support is strictly evidence-based, systematic, and explicit, targeting the precise foundational skills required for successful reading development.

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

Leadership Oversight & Walkthroughs

- **Collaborative Monitoring:** Tier 1 instructional quality is actively overseen by a cross-functional team comprising District Leadership, Reading Coaches, School Administrators, and Instructional Leadership Teams.
- **Instructional Alignment:** These leadership cohorts conduct routine classroom walkthroughs to evaluate how tightly daily instruction aligns with grade-level standards and benchmarks.
- **Evaluative Frameworks:** Tools such as the *PreK–5 Literacy Instruction Practice Profile* are deployed during observations to isolate systemic instructional strengths and growth opportunities.

Data Triangulation & PLC Governance

- **Multi-Source Synthesis:** To capture a holistic view of instructional efficacy, leadership teams triangulate multiple data inputs, specifically:
 - Progress monitoring metrics
 - Formative assessments (*Exemplars tracked on dashboards built by Business Intelligence*)
 - Authentic student work samples
- **PLC Infrastructure:** Professional Learning Communities (PLCs) regularly review student performance metrics to audit and ensure strict instructional alignment with the B.E.S.T. ELA Standards.

District Calibration & Common Assessments

- **Standardized Benchmarks:** District literacy leaders actively participate in scoring and calibrating performance tasks while systematically analyzing curriculum benchmarks.
 - Assessment data is reviewed monthly with school-based administrators serving as a district-wide PLC.
- **Cross-Strand Evaluation:** These calibrated benchmarks serve as centralized common assessments implemented across all three structural strands of the B.E.S.T. ELA Standards.

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

Systemic Progress Monitoring

- **District & State Evaluation:** The baseline effectiveness of Tier 2 instruction is formally reviewed and tracked utilizing standardized district and state progress monitoring instruments.

Classroom-Level Curriculum Tools

- **Data-Driven Instructional Resources:** To ensure continuous visibility into student growth, all teachers are equipped with an integrated suite of curriculum tracking tools, including dashboards built by Business Intelligence:
 - **Standards Trackers:** For longitudinal mapping of student progress against core competencies.
 - **Standards Mastery Profiles:** To verify when individual students successfully achieve benchmark proficiency.
 - **Reteach / Reassess Trackers:** To explicitly manage targeted remediation loops and monitor secondary assessment outcomes.

This data is reviewed bi-weekly by PLC teams, school-based support teams, and monthly by district-level Intervention Support Staff.

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

Systemic Progress Monitoring

- **District & State Evaluation:** The baseline efficacy of intensive Tier 3 instruction is formally evaluated and audited utilizing standardized district and state progress monitoring instruments.

Classroom Growth Tracking

- **Data-Driven Instructional Resources:** To ensure granular visibility into student recovery, teachers utilize an integrated suite of curriculum tracking tools, including dashboards built by Business Intelligence:
 - **Standards Trackers:** For mapping individual student progress against core competencies over time.
 - **Standards Mastery Profiles:** To verify exactly when a student successfully achieves benchmark proficiency.
 - **Reteach / Reassess Trackers:** To explicitly manage highly targeted remediation loops and monitor secondary assessment outcomes.

This data is reviewed weekly by PLC teams, school-based support teams, and monthly by district-level Intervention Support Staff.

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:	
Grades K-2: FAST Level 3-5 on PM 3 from prior year and/or PM 1 from current school year, and a DIBELS composite score at or above benchmark. Teacher discretion based on classroom performance data may also be used. Grades 3-5: FAST Level 3-5 on PM 3 from prior year and/or PM 1 from current school year and i-Ready phonics score at the early/on/above level and an i-Ready comprehension score at the early/on/above level. Teacher discretion based on classroom performance data may also be used.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. • Grades KG: Student scores at or above Level 2 on FAST STAR PM1 (2026) • Grades 1-2: Student scores at or above Level 3 on PM3 FAST STAR (2026) • Grades 3-5: Student's scores Level 3-5 on their PM3 FAST (2026) • STAR CBM: ○ At/Above Benchmark (Green): The student is considered proficient and progressing on track (typically at or above the 40th percentile). ○ On Watch (Blue): The student is close to the benchmark but may need extra monitoring or minor adjustments to stay on track. ○ Intervention (Red): The student is scoring at a level that indicates a significant risk of academic difficulties and requires targeted intervention (typically below the 20th percentile).	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
K-2 Core Curriculum (Custom designed by Public Consulting Group using The Science of Reading research to meet the BEST Benchmarks for Reading, Writing, and support small group learning)	2024

UFLI Foundations	2026
Benchmark Advance (Core/intervention grades 3-5)	2026
Curriculum Associates Magnetic Reading (small group grades 3-5) (supplemental curriculum)	2023
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Instructional Action: Placement into Tier II interventions, which includes an additional 30 minutes of targeted reading instruction. Grades K-2: FAST Level 1 or 2 on PM 3 from prior year and/or a score below the 40th percentile on PM 1 from current school year and CBM composite score below, at or above benchmark and teacher discretion. Or FAST levels 3-5 from prior year and/or a percentile at or above the 40th percentile on PM 1 and CBM score of On Watch or Intervention. Teacher discretion based on classroom performance data may also be used. Core instructional resource checkpoints are administered following guidance provided in the Scope and Sequence. Based on data analysis, students who do not score 70% or higher on Unit Assessments for 2 subsequent units of instruction will be considered to receive Tier 2 interventions. Grades 3-5: FAST Level 1 or 2 on PM 3 from prior year and/or a score below the 40th percentile on PM 1 from current school year and IXL LevelUp phonics early/on/above grade level. Or FAST Level 3 or higher and and/or a percentile at or above the 40th percentile on PM 1 and IXL LevelUp phonics or comprehension one or more grade levels below. Teacher discretion based on classroom performance data may also be used. Core instructional resource checkpoints are administered following guidance provided in the Scope and Sequence. Based on data analysis, students who do not score 70% or higher on Unit Assessments for 2 subsequent units of instruction will be considered to receive Tier 2 interventions.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: Students who score Levels 1 or 2 on FAST PM 3 or IXL LevelUp (grade-level) data- will receive Tier II interventions and an additional 30 minutes of reading instruction. • Identification Criteria: Students scoring at Level 1 or 2 on the FAST PM 3 or equivalent grade-level IXL metrics. - o Diagnostic Score Ranges (According to IXL Scoring Guidance, a score ending in 00 indicates readiness to begin that grade curriculum. For example, a score of 500 means the student is perfectly primed to start 5th-grade work.) - o The Interstitial Value: Scores inside the hundred-point block show exactly how far along a student is. - o Pinpointed score (*) falls below their current chronological grade baseline but remains within a remediable window (usually within one grade level behind). ▪ K:50-100 ▪ 1: 100-199 ▪ 2: 200-299 ▪ 3: 300-399 ▪ 4: 400-499 ▪ 5: 500-599	
Number of times per week interventions are provided: • Interventions are provided 4-5 times each week	

Number of minutes per intervention session: Intervention instruction provided 30 minutes per session in groups of 3-12		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations	UFLI meets strong levels of ESSA evidence.	
Benchmark Phonics Intervention	Benchmark Advance Phonics Intervention meets moderate levels of ESSA evidence.	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Language for Learning ELL Intervention (grades 3-5)	Language for Learning does not meet strong, moderate, or promising levels of evidence.	Although Language for Learning does not meet a specified ESSA evidence rating, its instructional framework is fully supported by the IES What Works Clearinghouse (WWC) Practice Guide: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. The program incorporates the following explicit recommendations from the practice guide: Recommendation 1: Screen for reading problems and monitor progress using English language measures of phonological processing, letter knowledge, and word and text reading (Strong Evidence). Recommendation 2: Provide intensive small-group reading interventions (Strong Evidence). These recommendations are structurally built into the program to accelerate the oral language and listening skills of newcomer English Language Learner (ELL) students. Language for Learning executes these practices by embedding daily formative checks directly into every lesson for ongoing progress monitoring, combined with a highly explicit instructional design and guided practice routines optimized for intensive small-group settings.

		The district will support and monitor the implementation of this program by utilizing formative assessments and student data, including support from Regional ESOL coaches who will review program data and monitor instructional practices at a minimum of once per quarter. Additionally, professional development opportunities will be offered quarterly through ESOL Collaborative Sessions, providing educators with the opportunity to receive ongoing professional learning surrounding ESOL best practices, topical updates, and program-specific implementation strategies.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. To satisfy the requirements of Florida Statute 1008.25 and Rule 6A-6.053, F.A.C., these core framework recommendations must be delivered through explicit, systematic, sequential, and multisensory instruction that simultaneously engages multiple learning pathways (visual, auditory, kinesthetic, and tactile): Some of these multisensory instructional approaches include, but are not limited to: • Elkonin (Sound) Boxes with Physical Tokens: Students listen to a word, slide a physical chip or tile into a box for each sound heard, and then write the corresponding letter in the box (combining auditory, visual, and tactile-kinesthetic pathways). • Tapping & Clapping Phonemes: Using fingers, arms, or physical tapping blocks to segment and blend individual speech sounds physically before mapping them to graphemes. • Tactile Letter Tracing: Tracing high-frequency or decodable words on textured surfaces (e.g., sand trays, screen boards, or textured felt) while simultaneously saying the letter names and sounds aloud. • Blending Boards & Letter Tiles: Manipulating physical color-coded letter tiles (consonants vs. vowels) to visibly and physically change, substitute, or delete sounds in a word (e.g., changing <i>cat</i> to <i>hat</i> to <i>hot</i>). • Syllable Scooping & Dividing: Visually cutting apart multi-syllable words and using finger-scooping physical motions under word parts to master decoding mechanics. • Air Writing: Writing letters or words large-scale in the air using whole-arm muscle movements while vocalizing the sounds to solidify muscle memory and neurological connections.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Ongoing Progress Monitoring (OPM) & State Assessment Data • FAST/STAR/IXL Performance: The student scores below the 10th percentile (Urgent Intervention level) or consistently falls below the 25th percentile on mid-year progress monitoring assessments (e.g., FAST PM2). • Flatline Trend Lines: Weekly or bi-weekly data demonstrates a flat or descending growth trajectory over a 6-to-8 week period, indicating a lack of responsiveness to standard Tier 2 interventions. Tier 2 Response to Intervention • Insufficient Rate of Improvement: The student's rate of improvement is significantly lower than the growth trajectory required to close the achievement gap and reach grade-level benchmarks by the end of the year.		

- **Fidelity & Attendance Review:** An MTSS data review confirms that despite the student receiving Tier 2 interventions with high fidelity (minimum 80% attendance/participation), a substantial proficiency gap remains.

Foundational Diagnostic Screeners

- **Phonological & Phonics Deficits:** Performance on diagnostic screeners (CBM) reveals severe, persistent gaps in critical foundational skills, such as phonemic blending/segmenting, decoding, or automatic sight word recognition.
- **Characteristics of Dyslexia:** The student exhibits worsening or unmitigated indicators of dyslexia or an identified Substantial Reading Deficiency (SRD) that necessitates more intensive, explicit, and individualized multi-sensory instruction (Tier 3).

Classroom & Formative Evaluation Data

- **District Formative Assessments:** Scoring significantly below proficiency (typically at the lowest performance band) on common district benchmarks, unit exams, or curriculum-based measures (CBMs).

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

Beginning of Year Data

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

Students scoring Level 1 according to FAST FY26, STAR/IXL LevelUp data and have been identified will be placed in Tier II intervention. These students will receive Tier II instruction and will receive instruction using a district-approved supplemental intervention program to target deficits and address needs. Tier III students will receive 30 minutes of Tier II reading instruction and an additional 30 minutes of Tier III reading instruction five days a week beyond the 90-minute reading block. Tier III students will receive instruction in small groups of 1-2 students. All Tier III interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Grade 3 Tier III teachers who instruct retained students during intervention time must also be highly effective teachers.

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- additional time allotted is in addition to core instruction and tier 2 interventions

Number of times per week interventions are provided:

Interventions are provided daily.

Number of minutes per intervention session:

Intervention instruction provided 30 minutes per session in groups of 1-2 students.

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations	UFLI meets strong levels of ESSA evidence.	
Benchmark Phonics Intervention	Benchmark Advance Phonics Intervention meets moderate levels of ESSA evidence.	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Mindplay Virtual Reading Coach (grades K-12) Teacher-Led Small Group Instruction systematic and explicit instruction.	Mindplay Virtual Reading Coach does not meet strong, moderate, or promising levels of evidence.	The following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices . Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring Mindplay Data and progress towards any associated IEP goal work. Professional learning opportunities, including training, may be provided by the District ESE team.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Language for Learning ELL Intervention (grades 3-5)	Language for Learning does not meet strong, moderate, or promising levels of evidence.	Although Language for Learning does not meet a specified ESSA evidence rating, its instructional framework is fully supported by the IES What Works Clearinghouse (WWC) Practice Guide: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades . The program incorporates the following explicit recommendations from the practice guide: • Recommendation 1: Screen for reading problems and monitor progress using English language measures of phonological processing, letter knowledge, and word and text reading (Strong Evidence). • Recommendation 2: Provide intensive small-group reading interventions (Strong Evidence). These recommendations are structurally built into the program to accelerate the oral language and listening skills of newcomer English Language Learner (ELL) students. Language for Learning

		executes these practices by embedding daily formative checks directly into every lesson for ongoing progress monitoring, combined with a highly explicit instructional design and guided practice routines optimized for intensive small-group settings. The district will support and monitor the implementation of this program by utilizing formative assessments and student data, including support from Regional ESOL coaches who will review program data and monitor instructional practices at a minimum of once per quarter. Additionally, professional development opportunities will be offered quarterly through ESOL Collaborative Sessions, providing educators with the opportunity to receive ongoing professional learning surrounding ESOL best practices, topical updates, and program-specific implementation strategies.
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For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.

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

To satisfy the requirements of [Florida Statute 1008.25](#) and [Rule 6A-6.053, F.A.C.](#), these core framework recommendations must be delivered through explicit, systematic, sequential, and multisensory instruction that simultaneously engages multiple learning pathways (visual, auditory, kinesthetic, and tactile):

Some of these multisensory instructional approaches include, but are not limited to:

- **Elkonin (Sound) Boxes with Physical Tokens:** Students listen to a word, slide a physical chip or tile into a box for each sound heard, and then write the corresponding letter in the box (combining auditory, visual, and tactile-kinesthetic pathways).
- **Tapping & Clapping Phonemes:** Using fingers, arms, or physical tapping blocks to segment and blend individual speech sounds physically before mapping them to graphemes.
- **Tactile Letter Tracing:** Tracing high-frequency or decodable words on textured surfaces (e.g., sand trays, screen boards, or textured felt) while simultaneously saying the letter names and sounds aloud.
- **Blending Boards & Letter Tiles:** Manipulating physical color-coded letter tiles (consonants vs. vowels) to visibly and physically change, substitute, or delete sounds in a word (e.g., changing *cat* to *hat* to *hot*).
- **Syllable Scooping & Dividing:** Visually cutting apart multi-syllable words and using finger-scooping physical motions under word parts to master decoding mechanics.
- **Air Writing:** Writing letters or words large-scale in the air using whole-arm muscle movements while vocalizing the sounds to solidify muscle memory and neurological connections.

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: 3rd Grade Summer Reading Camp will be offered to all 3rd grade students who score Level 1 on FAST ELA and have not met criteria for Good Cause promotion. Summer Reading Camp will be four days a week (M-Th) for 4 hours each day and run from June 22, 2026-July 16, 2026.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Summer Reading Camp for retained 3rd grade students will follow a scripted Reading Program - Voyager Passport (ESSER Strong Evidence). Teachers selected to deliver Grade 3 Summer Reading Camp instruction are highly effective, as determined by their evaluation, and have their Reading Endorsement or certification. Students will also utilize additional supplemental curricular materials identified below: • Students will complete a STAR Reading Assessment as a Pre and Post Assessment. • Students will complete an Amira Assessment as a Pre and Post Assessment. • Amira will be used to help increase fluency.
Alternative Assessment Used: • Students will complete a STAR Reading Assessment as a Pre and Post Assessment. • Students will complete an Amira Assessment as a Pre and Post Assessment.
Additional Information (optional): The anticipated teacher/student ratio will be 1:15. This number may vary based on enrollment of schools within each region.

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

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

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
District Developed ELA Exemplar Formative 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-as indicated by Scope and Sequence
District Developed Exemplar Formative Assessments Intensive Reading Exemplar	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☒ Select Student-Level 2 FAST ELA students enrolled in Intensive Reading	☐ 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-as indicated by Scope and Sequence
NWEA MAP Growth	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student-FAST ELA L1 students enrolled in Intensive Reading (course code ending with 'R' as 8 th digit)	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Language Launch	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☒ Select-Students-ELL Newcomers	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly1x ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Corrective Reading	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☒ Select-Students-Long-term ELLs and ELLs with interrupted schooling on (Dunbar HS, Oak Hammock MS, James Stephens)	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly1x ☒ 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.

- **Initial Data Screening:** Analyze state progress monitoring data to systematically identify students in grades 6–8 who are not meeting grade-level expectations or benchmarks.
- **Targeted Placement Testing:** Administer a research-based reading program placement test to diagnose specific reading deficits and determine the exact level of Tier 2 or Tier 3 intervention required.
- **Continuous Progress Monitoring:** Evaluate student growth closely using a combination of weekly program-embedded data and district common assessments, ensuring instructional strategies are dynamically adjusted to maximize progress.

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify Grades 6–8 students in need of Tier 2 and Tier 3 interventions. Identification is primarily based on FAST assessment data, with spring (PM3) results serving as the primary indicator. Students scoring at Level 1 are identified for Tier 3 and placed in an Intensive Reading course taught by a reading-endorsed teacher, while students scoring at Level 2 are identified as Tier 2. All students are enrolled in a core language arts course aligned to the B.E.S.T. ELA Standards. Within the core classroom, teachers use FAST PM1 and PM2 data, district benchmarks, and classroom performance to provide differentiated instruction. Tier 2 and Tier 1 students receive additional

targeted practice through teacher-led small groups, re-teaching, and scaffolded supports to address identified skill gaps. For Tier 3 students, diagnostic assessments are used to identify gaps in foundational literacy skills, and instruction is aligned to secondary foundational benchmarks. Student progress is monitored regularly, and school-based teams use MTSS protocols and district guidelines to review data and ensure appropriate placement and support

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

Tier 1 Instructional Effectiveness & Monitoring Processes

- **Collaborative Leadership Walkthroughs:** Partnership between district leadership, school administrators, reading coaches, and Instructional Leadership Teams to conduct routine classroom walkthroughs, verifying strict instructional alignment with grade-level expectations.
- **Targeted Observation Tools:** Leverage structured walkthrough instruments, such as the *Grades 6–12 Literacy Instruction Practice Profile*, to systematically identify core instructional strengths and actionable opportunities for growth.
- **Comprehensive Data Triangulation:** Evaluate Tier 1 instructional efficacy by continually triangulating multiple data streams, including state progress monitoring results, formative assessments (Exemplars), and authentic student work samples.
- **PLC Alignment Reviews:** Utilize Professional Learning Communities (PLCs) to regularly audit instructional alignment with the B.E.S.T. ELA Standards and analyze localized student performance trends.
- **Standardized Calibration & Benchmarking:** Engage district literacy leaders to score and calibrate performance tasks, while analyzing curriculum benchmarks to serve as unified common assessments across all three strands of the B.E.S.T. ELA Standards.

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

Tier 2 Intervention Efficacy & Monitoring Framework

- **State & District Progress Monitoring:** Systematically evaluate the overall effectiveness of Tier 2 instruction through the continuous analysis of district and state progress monitoring tools.
 - These measures include district-created formative assessments which are administered as outlined by Scope & Sequences.
 - Students who score below 70% are identified as possibly needing Tier 2 interventions.
- **Data-Driven Curriculum:** Partner with Business Intelligence to utilize embedded curriculum resources, including standards trackers, standards mastery dashboards, and reteach/reassess logs, to monitor real-time skill acquisition and precisely guide instructional adjustments.

This data is reviewed bi-weekly by PLC teams, school-based support teams, and monthly by district-level Intervention Support Staff. This data includes district-created formative assessment measures. Additionally, teacher identified assessments may also be leveraged, if aligned with benchmark.

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

Tier 3 Intervention Efficacy & Monitoring Framework

- **Comprehensive Progress Monitoring:** Evaluate Tier 3 intensive interventions using state and district progress monitoring tools, leverage partnership with Business Intelligence to review curriculum analytics including standards trackers, standards mastery dashboards, reteach/reassess logs, and program-specific data trackers.
 - These measures include district-created formative assessments which are administered as outlined by Scope & Sequences.

- Measures may also include, but are not limited to, formative curriculum-based measures identified by PLC teams.
- Students who score below 50% are identified as possibly needing Tier 3 interventions.
- **Accelerated Monitoring Frequency:** Maximize the frequency of data tracking and progress monitoring through small-group instruction and a dedicated, instructional block.
- **Intensive Reading Course Scheduling:** Layer secondary support over Tier 1 and Tier 2 core classes by explicitly scheduling Tier 3 students into a daily, 47-minute Intensive Reading course in addition to their grade-level ELA class.
- **Targeted Foundational Remediation:** Utilize the dedicated Intensive Reading block to continuously track, isolate, and remediate foundational skill deficits through structured small-group instruction and adaptive student software applications.

This data is reviewed weekly by PLC teams, school-based support teams, and monthly by district-level Intervention Support Staff.

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: Most recent FAST ELA score of level 3, 4, or 5 and/or Spring progress monitoring indicate students are reading on grade level. If students do not have a previous state assessment score, administer NWEA MAP Growth Assessment. The MAP Growth score of 31st Percentile and above are on or above grade level.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST ELA Scale Score: ● Grade 6: 225-236 ● Grade 7: 232-241 ● Grade 8: 238-250 OR The performance criteria to indicate that Tier 1 is sufficient will be students scoring at or above the proficiency level set forth by the district scoring at Levels 3-5 on the FAST PMs and/or be at least at a 70% average on the district created formative assessments.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
ThinkCERCA	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Teachers will use state and district progress monitoring assessments formatives to identify students in need of teacher-led small group instruction and skills-based instruction and scaffolds. Students who score Level 2 on FAST or score below 70% on district created exemplars may need additional Tier 2 instructional support.	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Most recent FAST ELA score of level 2. If no state assessment score: - Administer NWEA MAP Growth. The RIT scores below indicate that the student is considered minimally below level: NWEA MAP Growth RIT Scores - Grade 6: 204-210 - Grade 7: 209-215 - Grade 8: 213-219		
Number of times per week interventions are provided: Interventions are provided daily (following instructional calendar). Number of minutes per intervention session: Each intervention session lasts approximately 47 minutes. Course(s) where interventions take place: Tier 2 Interventions occur daily for students scheduled into the following course codes: - Grade 6: 1700000X - Grade 7: 1700010X - Grade 8: 1700020X		
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)
Perfection Learning <i>Connections</i>	Perfection Learning <i>Connections</i> does not meet strong, moderate, or promising levels of ESSA evidence.	Perfection Learning <i>Connections</i> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: IES Practice Guide, <i>Providing Reading Interventions for Students in Grades 4–9</i>. Practice Guide Alignment & Core Literacy Strategies Evidence-Based Framework: Align Level 2 instruction with strategic recommendations from the IES Practice Guide, <i>Providing Reading Interventions for Students in Grades 4–9</i>, incorporating spiraled exposure to core Tier 1 ELA standards within teacher-led small groups. Comprehension-Building Practices: Routinely execute explicit comprehension strategies to systematically empower

		students to synthesize and make sense of text. • Stretch Text Engagement: Provide regular opportunities for students to navigate complex ideas and advanced informational texts using the <i>Connections</i> first and close read framework. • Gist-Extraction Routines: Embed systematic routines to help students determine the core meaning of short text passages through Guided Notetakers, Think Questions, and collaborative discussions using the High-Yield Strategy of Distributed Summarizing. Curriculum-Based Tier 2 Intervention Components Targeted Instructional Delivery: Deliver dedicated teacher-led small-group instruction centered on foundational word study skills and targeted Spotlight Skills for benchmark remediation. • Differentiated Scaffolding: Systematically deploy built-in curriculum scaffolds tailored across precise student language and readiness tiers (Beginner, Intermediate, Intermediate-Advanced, and Approaching). Student Placement & Course Scheduling • Data-Driven Alignment: Classify and schedule students into matching tiers of instructional support based on their Prior Year (PY) FAST proficiency scores. • Identified Course Coding: Students requiring Tier 2 interventions are scheduled into an intensive reading course ending with an "X" course to signal and track specific support requirements. • Benchmark Mastery Focus: Structure all embedded Tier 2 modifications to isolate text comprehension deficits, accelerating student progression toward grade-level mastery. Implementation Monitoring & Data Triangulation • Triangulated Evaluation Systems: Continuously monitor instructional efficacy by triangulating multiple data streams, including BOY/MOY/EOY
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		assessments, individual software learning paths, two district-created quarterly standards-based formative assessments (Exemplars), and teacher data. • Collaborative PLC Planning: Analyze student data during weekly Professional Learning Communities (PLCs) to drive immediate, instructional adjustments.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Mindplay Virtual Reading Coach (grades K-12) Teacher-Led Small Group Instruction	Mindplay Virtual Reading Coach does not meet strong, moderate, or promising levels of evidence.	The following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring Mindplay Data and progress towards any associated IEP goal work. Professional learning opportunities, including training, may be provided by the District ESE team.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180: Language Launch	Read 180: Language Launch does not meet strong, moderate, or promising levels of evidence.	Read 180: Language Launch does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling

		readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring R180:Language Launch Data and progress towards any associated IEP goal work. Professional learning opportunities, including training, may be provided by the District ESE team. Language Launch is specifically designed for newcomers to English or at early stages of English language proficiency. It aims to rapidly develop students' ability to use and understand both social and academic language. Explicit instruction in the four language domains: reading, writing, speaking, and listening is built into the instructional resource. The district will support and monitor implementation of this program through use of District ESOL coaches. These coaches will review program data, and support instructional practices minimally once per quarter. Additionally, professional development opportunities will be offered quarterly through the use of ESOL Collaborative Sessions. Educators will have the opportunity to receive professional learning surrounding ESOL best practices, topics, and program specifics quarterly.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Data-Driven Student Identification: Systematically analyze state and district formative progress monitoring data to identify students in need of intensive, teacher-led small-group instruction, targeted skills-based remediation, and strategic scaffolding. • Tier III Placement Thresholds: Proactively flag students demonstrating a Level 1 performance on the FAST assessment or scoring below 60% on district-created exemplars to receive intensive Tier III instructional support designed to directly remediate foundational deficits		
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: Most recent FAST ELA score of level 1. No state assessment score:		

Administer NWEA MAP Growth. A RIT score on NWEA MAP Growth of 195 or below is considered substantially below level. NWEA MAP Growth 3x/year • Grade 6: RIT score 195 or below • Grade 7: RIT score 195 or below • Grade 8: RIT score 195 or below		
Number of times per week interventions are provided: The interventions are provided daily (following instructional calendar). Number of minutes per intervention session: Each intervention session lasts approximately 47 minutes. Course(s) where interventions take place: Tier 3 Interventions occur daily for students scheduled into the following course codes: • Grade 6: 1000010R • Grade 7: 1000012R • Grade 8: 1000014R • M/J Developmental Language Arts though ESOL-Reading: 10021810 Grades 6-8		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Read 180/Read 180 Code</i>	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Mindplay Virtual Reading Coach (grades K-12) Teacher-Led Small Group Instruction	Mindplay Virtual Reading Coach does not meet strong, moderate, or promising levels of evidence.	The following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring Mindplay Data and progress towards any associated IEP goal work. Professional

		learning opportunities, including training, may be provided by the District ESE team.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180: Language Launch	Read 180: Language Launch does not meet strong, moderate, or promising levels of evidence.	R180: Language Launch does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring R180:Language Launch Data and progress towards any associated IEP goal work. Professional learning opportunities, including training, may be provided by the District ESE team. Language Launch is specifically designed for newcomers to English or at early stages of English language proficiency. It aims to rapidly develop students' ability to use and understand both social and academic language. Explicit instruction in the four language domains: reading, writing, speaking, and listening is built into the instructional resource. The district will support and monitor implementation of this program through use of District ESOL coaches. These coaches will review program data, and support instructional practices minimally once per quarter. Additionally, professional development opportunities will be offered quarterly through the use of ESOL Collaborative Sessions. Educators will have the opportunity to receive professional learning

		surrounding ESOL best practices, topics, and program specifics quarterly.
Corrective Reading	Corrective Reading does not meet strong, moderate, or promising levels of evidence.	Corrective Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring Corrective Reading a and progress towards any associated IEP goal work. Professional learning opportunities, including training, may be provided by the District ESE team.

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?
District Developed ELA Exemplar Formative Assessments	☒ 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-as indicated by Scope and Sequence
District Developed Intensive Reading Exemplar Formative Assessments	☒ 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- as indicated by Scope and Sequence
Read 180/Read 180 Code NWEA MAP Growth	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students- Select-Students-FAST ELA L1 students enrolled in Intensive Reading	☒ 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
Mango Languages (ELL)	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students-ELL Newcomers	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?

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

- **Initial Data Screening:** Analyze state progress monitoring data to systematically identify students in grades 9-12 who are not meeting grade-level expectations or benchmarks.
 - These measures include district-created formative assessments which are administered as outlined by Scope & Sequences.
 - Students who score below 70% are identified as possibly needing Tier 2 interventions.
- **Targeted Placement Testing:** Administer a research-based reading program placement test to diagnose specific reading deficits and determine the exact level of Tier 2 or Tier 3 intervention required.
- **Continuous Progress Monitoring:** Evaluate student growth closely using a combination of weekly program-embedded data and district common assessments, ensuring instructional strategies are adjusted to maximize progress.

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify Grades 6–8 students in need of Tier 2 and Tier 3 interventions. Identification is primarily based on FAST assessment data, with spring (PM3) results serving as the primary indicator. Students scoring at Level 1 are identified for Tier 3 and placed in an Intensive Reading course taught by a reading-endorsed teacher, while students scoring at Level 2 are identified as Tier 2. All students are enrolled in a core language arts course aligned to the B.E.S.T. ELA Standards. Within the core classroom, teachers use FAST PM1 and PM2 data, district benchmarks, and classroom performance to provide differentiated instruction. Tier 2 and Tier 1 students receive additional targeted practice through teacher-led small groups, re-teaching, and scaffolded supports to address identified skill gaps. For Tier 3 students, diagnostic assessments are used to identify gaps in foundational literacy skills, and instruction is aligned to secondary foundational benchmarks. Student progress is monitored regularly, and school-based teams use MTSS protocols and district guidelines to review data and ensure appropriate placement and support.

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

Tier 1 Instructional Effectiveness & Monitoring Processes

- **Collaborative Leadership Walkthroughs:** Partnership between district leadership, school administrators, reading coaches, and Instructional Leadership Teams to conduct routine classroom walkthroughs, verifying strict instructional alignment with grade-level expectations.
- **Targeted Observation Tools:** Leverage structured walkthrough instruments, such as the *Grades 6–12 Literacy Instruction Practice Profile*, to systematically identify core instructional strengths and actionable opportunities for growth.
- **Comprehensive Data Triangulation:** Evaluate Tier 1 instructional efficacy by continually triangulating multiple data streams, including state progress monitoring results, formative assessments (Exemplars), and authentic student work samples.

- **PLC Alignment Reviews:** Utilize Professional Learning Communities (PLCs) to regularly audit instructional alignment with the B.E.S.T. ELA Standards and analyze localized student performance trends.
- **Standardized Calibration & Benchmarking:** Engage district literacy leaders to score and calibrate performance tasks, while analyzing curriculum benchmarks to serve as unified common assessments across all three strands of the B.E.S.T. ELA Standards.

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

Tier 2 Intervention Efficacy & Monitoring Framework

- **State & District Progress Monitoring:** Systematically evaluate the overall effectiveness of Tier 2 instruction through the continuous analysis of district and state progress monitoring tools.
- **Data-Driven Curriculum:** Partner with Business Intelligence to utilize embedded curriculum resources, including standards trackers, standards mastery dashboards, and reteach/reassess logs, to monitor real-time skill acquisition and precisely guide instructional adjustments

This data is reviewed bi-weekly by PLC teams, school-based support teams, and monthly by district-level Intervention Support Staff.

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

Tier 3 Intervention Efficacy & Monitoring Framework

- **Comprehensive Progress Monitoring:** Evaluate Tier 3 intensive interventions using state and district progress monitoring tools, leverage partnership with Business Intelligence to review curriculum analytics including standards trackers, standards mastery dashboards, reteach/reassess logs, and program-specific data trackers.
- **Accelerated Monitoring Frequency:** Maximize the frequency of data tracking and progress monitoring through small-group instruction and a dedicated, instructional block.
- **Intensive Reading Course Scheduling:** Layer secondary support over Tier 1 and Tier 2 core classes by explicitly scheduling Tier 3 students into a daily, 47-minute Intensive Reading course in addition to their grade-level ELA class.
- **Targeted Foundational Remediation:** Utilize the dedicated Intensive Reading block to continuously track, isolate, and remediate foundational skill deficits through structured small-group instruction and adaptive student software applications.

This data is reviewed weekly by PLC teams, school-based support teams, and monthly by district-level Intervention Support Staff.

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: Most recent FAST ELA scores of level 3, 4, or 5 and/or Spring progress monitoring indicate students are reading on grade level. If students do not have a previous state assessment score, administer NWEA MAP Growth Assessment. The MAP Growth score of 31st Percentile and above are on or above grade level.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST ELA Scale Score: • Grade 9: 242 or higher • Grade 10: 247 or higher	

Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
ThinkCERCA		2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Teachers will use state and district progress monitoring assessments formatives to identify students in need of teacher-led small group instruction and skills-based instruction and scaffolds. Students who score Level 2 on FAST or score below 70% on district created exemplars may need additional Tier 2 instructional support.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Most recent FAST ELA score of level 2. No state assessment score: Administer NWEA MAP Growth. The following measures are considered minimally below level: • Grade 9: RIT Score of 200-208 • Grade 10: RIT Score of 202-210		
Number of times per week interventions are provided: Interventions are provided daily (following instructional calendar). Number of minutes per intervention session: Each intervention session lasts approximately 47 minutes. Course(s) where interventions take place: Tier 2 Interventions occur daily for students scheduled into the following course codes: • Grade 9: 1000412R/1000412S • Grade 10: 1000414R/1000414S		
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)
Perfection Learning <i>Connections</i>	Perfection Learning <i>Connections</i> does not meet strong, moderate, or promising levels of ESSA evidence.	Perfection Learning <i>Connections</i> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: IES Practice Guide, <i>Providing Reading Interventions for Students in Grades 4–9</i> . Practice Guide Alignment & Core Literacy Strategies • Evidence-Based Framework: Align Level 2 instruction with strategic recommendations from the IES Practice Guide, <i>Providing Reading Interventions for Students in Grades 4–9</i>,

		incorporating spiraled exposure to core Tier 1 ELA standards within teacher-led small groups. • Comprehension-Building Practices: Routinely execute explicit comprehension strategies to systematically empower students to synthesize and make sense of text. • Stretch Text Engagement: Provide regular opportunities for students to navigate complex ideas and advanced informational texts using the <i>Connections</i> first and close read framework. • Gist-Extraction Routines: Embed systematic routines to help students determine the core meaning of short text passages through Guided Notetakers, Think Questions, and collaborative discussions using the High-Yield Strategy of Distributed Summarizing. Curriculum-Based Tier 2 Intervention Components Targeted Instructional Delivery: Deliver dedicated teacher-led small-group instruction centered on foundational word study skills and targeted Spotlight Skills for benchmark remediation. • Differentiated Scaffolding: Systematically deploy built-in curriculum scaffolds tailored across precise student language and readiness tiers (Beginner, Intermediate, Intermediate-Advanced, and Approaching). Student Placement & Course Scheduling • Data-Driven Alignment: Classify and schedule students into matching tiers of instructional support based on their Prior Year (PY) FAST proficiency scores. • Identified Course Coding: Students requiring Tier 2 interventions are scheduled into an intensive reading course ending with an "C" course to signal and track specific support requirements.
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		• Benchmark Mastery Focus: Structure all embedded Tier 2 modifications to isolate text comprehension deficits, accelerating student progression toward grade-level mastery. Implementation Monitoring & Data Triangulation • Triangulated Evaluation Systems: Continuously monitor instructional efficacy by triangulating multiple data streams, including BOY/MOY/EOY assessments, individual software learning paths, two district-created quarterly standards-based formative assessments (Exemplars), and teacher data. • Collaborative PLC Planning: Analyze student data during weekly Professional Learning Communities (PLCs) to drive immediate, instructional adjustments.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180: Language Launch	Read 180: Language Launch does not meet strong, moderate, or promising levels of evidence.	Read 180: Language Launch does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring R180:Language Launch Data and progress towards any associated IEP goal work. Professional learning opportunities, including training, may be provided by the District ESE team.

		Language Launch is specifically designed for newcomers to English or at early stages of English language proficiency. It aims to rapidly develop students' ability to use and understand both social and academic language. Explicit instruction in the four language domains: reading, writing, speaking, and listening is built into the instructional resource. The district will support and monitor implementation of this program through use of District ESOL coaches. These coaches will review program data, and support instructional practices minimally once per quarter. Additionally, professional development opportunities will be offered quarterly through the use of ESOL Collaborative Sessions. Educators will have the opportunity to receive professional learning surrounding ESOL best practices, topics, and program specifics quarterly.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Data-Driven Student Identification: Systematically analyze state and district formative progress monitoring data to identify students in need of intensive, teacher-led small-group instruction, targeted skills-based remediation, and strategic scaffolding. • Tier III Placement Thresholds: Proactively flag students demonstrating a Level 1 performance on the FAST assessment or scoring below 60% on district-created exemplars to receive intensive Tier III instructional support designed to directly remediate foundational deficits		

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: Most recent FAST ELA score of level 1. No state assessment score: Administer NWEA MAP Growth. A RIT score on NWEA MAP Growth of 195 or below is considered substantially below level. NWEA MAP Growth 3x/year • Grade 9: RIT score 195 or below • Grade 10: RIT score 195 or below
Number of times per week interventions are provided: The interventions are provided daily (following instructional calendar). Number of minutes per intervention session:

Each intervention session lasts approximately 47 minutes.		
Course(s) where interventions take place:		
Tier 3 Interventions occur daily for students scheduled into the following course codes:		
• Grade 9: 1000412R/1000412S • Grade 10: 1000414R/ 1000414S • Grade 11: 1000416G/10004163 • Grade 12: 1000416G/10004163		
Developmental Language Arts though ESOL-Reading: 1002381A and 1002381B		
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)
<i>Read 180/Read 180 Code</i>	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Mindplay Virtual Reading Coach (grades K-12) Teacher-Led Small Group Instruction	Mindplay Virtual Reading Coach does not meet strong, moderate, or promising levels of evidence.	The following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices . Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring Mindplay Data and progress towards any associated IEP goal work. Professional learning opportunities, including training, may be provided by the District ESE team.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180: Language Launch	Read 180: Language Launch does not meet strong, moderate, or promising levels of evidence.	R180: Language Launch does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective

		<u>Classroom and Intervention Practices.</u> Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring R180:Language Launch Data and progress towards any associated IEP goal work. Professional learning opportunities, including training, may be provided by the District ESE team. Language Launch is specifically designed for newcomers to English or at early stages of English language proficiency. It aims to rapidly develop students' ability to use and understand both social and academic language. Explicit instruction in the four language domains: reading, writing, speaking, and listening is built into the instructional resource. The district will support and monitor implementation of this program through use of District ESOL coaches. These coaches will review program data, and support instructional practices minimally once per quarter. Additionally, professional development opportunities will be offered quarterly through the use of ESOL Collaborative Sessions. Educators will have the opportunity to receive professional learning surrounding ESOL best practices, topics, and program specifics quarterly.
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5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

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

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

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

Name of Professional Learning	Target Audience	Description
Literacy Coach Training	Literacy Coaches	Literacy Coaches are provided training once per month to support them in their role and to provide them with more intensive training in the Science of Reading. Additionally, Literacy Coaches focus on professional learning around understanding data protocols to help the coaches determine which teachers need more professional development in the area that the weak data indicates. The training also provides coaching strategies and scenarios. Mentor teachers are provided to schools through Peer Collaborative Teachers. In addition, the District Literacy Coaches and Content Specialists open their classrooms as model classrooms and allow teachers from other schools the opportunity to see them model virtually. When not teaching, the District Literacy Coaches and Content Specialists provide mentoring, coaching, and professional development to schools. The Curriculum team also provides updated links to the progress of monitoring data that administrators and teachers can click on to get their most recent data. We also provide quarterly Curriculum Champions and each school has a member to attend for each grade level and/or each core content area. These trainings analyze progress monitoring data, provide new benchmark information, and allow teachers to share best practices. These team members then push into their school's PLC to provide

		the same learning to their peers. Each school requires team members to meet weekly in their Professional Learning Communities. During this time, they analyze data, share best practices, and plan instruction and support as data indicates.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.		
Science of Reading training is provided by University of Florida Lastinger Centers and has been available to administrators and educators. Additionally, Academic and Student Services communicates opportunities for teachers to earn credentials or micro-credentials through University of Lastinger Center. Quarterly training provided by Lastinger Center to K-5 educators also serves as a support for implementation of instruction grounded in the Science of Reading. Additionally, we utilize the BEES portal as an option for educators to continue their education surrounding scientifically researched and evidence-based reading instruction. This year, Inservice Day does include a half day for teachers to select learning opportunities that meet their certification or endorsement needs.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.		
The district offers professional learning opportunities surrounding assessment and progress monitoring. The Business Intelligence teams works collaboratively with Academic Services and School Transformation to support data analysis and creating actionable response plans which align with student data. Professional Learning offers opportunities including engagement, classroom management and New Art and Science of Teaching. Additionally, Academic Services provide a variety of professional learning opportunities including planning, benchmark alignment, item analysis, and task alignment. Transformation coaches and administrators work with Regional teams to identify areas for support and support is differentiated based on specific areas where students, or educators, are excelling or need additional support.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.		
Mentor teachers and model classrooms play a key role in building instructional capacity and fostering a culture of continuous improvement. School-based administrators identify mentor teachers on their campus and strategically consider the criteria of instructional expertise, leadership capacity, and relational skills. Administrators pair mentor/mentee teachers based on these factors and often consider grade level or content area. Mentor teachers must complete Clinical Educator training prior to beginning their work as a mentor. Mentor/mentee teams meet and plan routinely. Model classrooms are developed to serve as demonstration sites where high-impact instructional strategies are consistently implemented. Model classrooms are often led by highly effective or effective teachers. Teachers visit to observe best practices such as classroom management, student engagement and evidence-based instructional practices. Each school determines their method of data collection based on the model of classroom visits, but pre- and/or post-observation debriefs commonly occur with mentor teachers to discuss strategies, planning, and student outcomes.		

Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning.
Each school establishes a day/time for instructional teams to meet to plan or participate in professional learning. In addition, many schools use the professional services provided by Kelly Servies to secure guest teachers. These guest teachers are responsible for classroom instruction while teachers plan collaboratively for the upcoming week(s) of instruction using curricular resources.

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
Before/After and Saturday tutoring programs	Students in K-5 who scored below a Level 2 on PM2 ELA FAST were invited.	Each elementary school is allocated funding according to their percentage of non-proficient students. Each school created a tutoring schedule and plans to meet the needs of their students. Tutoring curriculum and instruction were benchmark-aligned based on student data from district created common assessments and PM2 FAST ELA FAST data. Elementary tutoring programs ran from January to May.

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

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

The Read at Home Plan will be shared through School Messenger and posted on the District and School websites in the Parent Portal. Parents have access to Destiny to determine which library books their child has been checking out. K-5 students that qualified for the New Worlds Reading Initiative received communication for how to register their child to receive books each month. Flyers and school messengers, as well as direct teacher communication, are used to increase registrations. The District Literacy Team is responsible for monitoring the Parent Read at Home Plan. The Academic and Student Services team and the Communications team partner to ensure that the information is posted and updated as needed on the Parent Portal which is located on the district’s website.

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 District engages families with the New World’s Reading Initiative. School based leadership promote the use of the resources and assist eligible families to sign up for free books to be sent to homes. In addition to this partnership, our K-2 Literacy team has partnered with FGCU College of Educator to provide training to literacy coaches. The focus of these trainings is to provide literacy coaches with research-based resources and strategies to share with parents at school-based curriculum nights.
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8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

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

Prioritization of Highly Effective K–2 Teachers

- **Statutory Literacy Alignment:** Prioritize the assignment of highly effective teachers to kindergarten through grade 2 classrooms in compliance with House Bill 1255 and section 1003.4201, Florida Statutes, ensuring optimal support during critical foundational literacy years.
- **Multi-Metric Identification:** Evaluate multiple data indicators—including state evaluation ratings, classroom performance metrics, and specialized instructional expertise in early literacy—to systematically identify highly effective educators.
- **Collaborative Placement Processes:** Partner school-based leadership teams with the Organizational Development and Retention department to guide district staffing decisions and deliberately match highly effective candidates to K–2 vacancies or newly created roles.
- **Long-Term Student Success:** Maximize the likelihood of student reading proficiency by grade 3 by systematically ensuring early learners receive direct instruction from the district's most skilled instructional personnel.

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

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

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

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

Initials	Assurance
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DC	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
DC	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
DC	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under <u>s. 1012.34, F.S.</u> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
DC	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
DC	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
DC	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.
DC	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
DC	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
DC	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):

Denise M. Carlin, Ed.D.

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