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	Dr. Tricia Rizza	Tricia.rizza@tsc.fl.edu	(850) 201-8045
Data Element	Ms. Kara Hash	Kara.hash@tsc.fl.edu	(850) 201-8551
Third Grade Promotion	N/A		
Multi-Tiered System of Supports	Dr. Tricia Rizza	Tricia.rizza@tsc.fl.edu	(850) 201-8045
Other (Enter Responsibility)			

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		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	80,000	2
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	**80,000**	

3) Literacy Leadership – District and School

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

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

For 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**
6	38%	36%	46%	48%
7	17%	15%	83%	85%
8	0%	0%	67%	69%
9	13%	11%	59%	61%
10	3%	2%	85%	87%

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 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	FAST assessment data, reading intervention participation through Houghton Mifflin Harcourt, and progress monitoring; reviewed quarterly by district staff.	Classroom assessments, progress monitoring, and student work samples; reviewed monthly by school literacy teams.
Actions for continuous support and improvement	District offers targeted professional learning, reviews intervention effectiveness, and supports coaches in data-driven decision making.	School teams analyze data to refine instructional strategies, adjust interventions, and collaborate with literacy coaches for ongoing support.
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	FAST assessment data, graduation tracking, dual enrollment tracking and A.S. degree completion, and intervention participation through Achieve 3000, Common Lit Assessments, and informal and formal classroom observations; reviewed quarterly by district curriculum leaders.	Classroom assessments, progress monitoring, and teacher feedback; reviewed monthly by school literacy teams.
Actions for continuous support and improvement	District provides professional development aligned to secondary literacy needs, monitors intervention outcomes, and supports literacy coaches in goal setting.	School teams use data to identify students for additional support, adjust instructional approaches, and collaborate with coaches to improve literacy outcomes.

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.

As this is the first year our district is implementing the CERP, our primary focus has been on collaboratively developing and launching a comprehensive, evidence-based approach to literacy across both of our new schools. The reflection tool indicates that many foundational elements such as district level literacy leadership, coaching structures, professional learning frameworks, and assessments systems are in the early stages of implementation or not yet fully in place.

Given this context, the following steps have been prioritized and revised to improve literacy outcomes:

- Collaborative Development: The district is working diligently and collaboratively to fully develop and implement the CERP, ensuring alignment with the B.E.S.T. ELA Standards and the science of reading across both charter schools.

- Leadership Transitions: With a recent leadership change at Tallahassee Collegiate Academy and the opening of the Innovation Academy of Excellence in fall 2025, the district is focusing on building leadership capacity and establishing literacy leadership teams at both schools.
- Professional Learning: Recognizing professional learning as the highest priority area, the district is initiating a framework for ongoing professional development in evidence-based literacy instruction, reading endorsement, and state standards.
- Coaching Model: The district is in the process of establishing an evidence-based literacy coaching model, assigning certified coaches to schools based on need, and providing initial training and support.
- Assessment Systems: Structures for screening, progress monitoring, and diagnostic assessments are being put in place to identify students with substantial reading deficiencies and monitor instructional effectiveness.
- Continuous Improvement: The district is committed to using data from the reflection tool and ongoing root cause analysis of student performance to guide revisions and improvements to the CERP throughout the year.

As a new district with two recently established charter schools, our revisions are focused on building the foundational systems and processes necessary for effective literacy instruction and continuous improvement. We are actively seeking support from State Regional Literacy Directors and Just Read, Florida! To assist with professional learning, coaching development, and implementation fidelity as we move toward full implementation of our CERP.

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

As the first year of CERP implementation for our district schools, principals are establishing foundational processes to monitor the reading plan. Principals are responsible for ensuring fidelity to the plan by conducting regular classroom walkthroughs focused on evidence-based literacy instruction and adherence to the state standards.

Administrators conduct regular reading walkthroughs (Tier 1 & 2 are monthly, and Tier 3 is biweekly), observing classroom practices, use of core and intervention materials, and student engagement in literacy activities. During these walkthroughs, principals utilize district developed observation tools to document implementation of reading strategies, differentiation, and intervention supports.

In addition to walkthroughs, principals regularly meet with the school literacy team to review progress monitoring data, discuss instructional adjustments, and address any barriers to effective implementation. Feedback from these meeting is used to provide targeted professional development and support for teachers.

Principals also participate in district led training sessions to stay current on evidence-based practices and monitoring protocols. The combination of frequent walkthroughs, collaborative data review, and ongoing professional learning ensures that principals are actively engaged in monitoring and supporting the successful implementation of the reading plan.

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

Principals at each of our two charter schools are establishing systems to ensure the effective collection and use of assessment data as part of the first-year implementation of the District CERP. Principals oversee the

administration of screening, progress monitoring, diagnostic, and summative assessments according to the district's literacy assessment plan.

Assessment data including FAST results, classroom assessments, and intervention logs are collected and reviewed regularly by school literacy teams. Principals facilitate regular meetings with teachers and literacy coaches to analyze student performance data, identify students in need of additional support, and adjust instructional strategies and intervention groups accordingly.

Principals also use data dashboards and district provided tools to monitor trends in student achievement and the effectiveness of reading interventions. This ongoing review process allows principals to provide targeted feedback to teachers, ensure fidelity to evidence-based practices, and allocate resources where they are most needed**.**

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's literacy coach model is communicated to principals through multiple channels to ensure clarity and consistency. At the start of each school year, principals receive a detailed overview of the literacy coach model during district leadership meetings and professional development sessions. The expectations, roles, and responsibilities of literacy coaches are outlined in written guidance documents, which are distributed electronically and posted on the district's internal portal for easy access.

Additionally, the district's curriculum and instruction team provides principals with ongoing updates and support regarding the literacy coach model through monthly principal meetings, email communications, and collaborative planning sessions. Principals are encouraged to engage in regular dialogue with their assigned literacy coaches and district literacy leadership to address questions, share best practices, and monitor implementation fidelity. This multi-faceted approach ensures that principals are well-informed and equipped to support the effective integration of literacy coaches within their schools.

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

As a fairly new district, we are developing ongoing support to literacy coaches to ensure their effectiveness and professional growth. At the beginning of the school year, literacy coaches participate in a district-led orientation that outlines their roles, responsibilities, and the evidence-based practices expected in reading instruction.

Throughout the year, the district offers professional development sessions focused on the latest research in literacy, data analysis, and instructional coaching strategies. Literacy coaches are included in regular Professional Learning Communities (PLCs) with other coaches and instructional leaders, fostering collaboration and the sharing of best practices.

The district ensures that literacy coaches have access to high-quality instructional resources, assessment tools, and technology to support their work with teachers and students. Additionally, literacy coaches are encouraged to attend state and regional literacy conferences and workshops, with the district providing funding and time for these opportunities. Ongoing communication is maintained through bi-weekly check-ins and email updates. This comprehensive support system empowers literacy coaches to drive instructional improvement and positively impact student literacy outcomes across both of our current charter schools.

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 by providing clear structures and ongoing guidance to ensure their work is focused on activities that have the greatest impact on student achievement. Coaches participate in regular professional development sessions that emphasize the use of student data to identify instructional needs, set measurable goals, and develop targeted action plans with teachers.

Coaches are equipped with district-approved data analysis tools and receive training on interpreting state assessment results. They collaborate with teachers during scheduled data meetings to review student progress, identify trends, and adjust instructional strategies.

To further prioritize high-impact activities, the district provides coaches with a framework for instructional coaching cycles, including classroom observations, modeling effective literacy practices, and offering individualized feedback. Professional learning opportunities are differentiated based on school and teacher needs, ensuring that coaches can address specific gaps in reading instruction.

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

The district monitors the implementation of the literacy coach model through a combination of structured oversight, ongoing data review, and regular feedback mechanisms.

The district facilitates regular meetings with principals to discuss implementation challenges, share best practices, and collaboratively problem-solve. Feedback from teachers is gathered through surveys and informal interviews to assess the effectiveness of coaching support.

The district also uses progress monitoring data from state assessments to evaluate the impact of coaching on student literacy outcomes. Adjustments to the coach model are made as needed based on the these data and feedback, ensuring continuous improvement and alignment with district literacy goals.

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

The district measures the effectiveness of literacy coaches using a combination of quantitative and qualitative indicators. State student achievement data are analyzed to determine growth in reading proficiency among students who receive targeted support.

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 still(s) and receive corrective feedback; occurs in addition to core instruction.
    - **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

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

The district's strategic plan for the charter schools is intentionally designed to align with Florida's Formula for Reading Success, ensuring that all students including those with disabilities and English language learners receive high quality, evidence-based reading instruction.

Core Components:

- Instruction addresses all six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
- The plan incorporates four types of classroom assessments: screening, progress monitoring, diagnostic, and summative, with designated schedules and procedures for each.
- Three tiers of instruction are provided: Tier 1 (core), Tier 2 (supplemental), and Tier 3 (intensive), with interventions matched to student need and delivered by qualified personnel.

Access:

- The strategic plan ensures that students with disabilities receive accommodations and individualized supports as outlined in their IEPs or 504 plans, and that English language learners benefit from differentiated instruction and language supports.
- Evidence-based supplemental and intervention programs are adopted for students needed additional instruction beyond core, including multisensory strategies for students with characteristics of dyslexia.

Monitoring and Continuous Improvement:

- Regular progress monitoring and formative feedback are embedded in all tiers, allowing teachers and administrators to adjust instruction and interventions based on student data.
- School administrators are supported in conducting instructional walkthroughs to ensure fidelity to evidence-based practices and the BEST ELA standards.

By aligning the district's strategic plan with Florida's Formula for Reading Success, our district charter schools are committed to providing rigorous, inclusive, and responsive literacy instruction for all students.

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 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 Common Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in grades 6-8 who require Tier 2 and Tier 3 interventions. The identification process is grounded in a comprehensive review of multiple data sources, including classroom assessment, state assessment results, and teacher observations.

Teachers are integral to this process and are encouraged to submit referrals for students who exhibit academic or behavioral challenges. Once a referral is made, the MTSS team comprised of teachers, administrators, and support staff convene to review the student's performance data and determine the appropriate level of support.

Students who demonstrate a need for additional assistance beyond core instruction are provided with Tier 2 interventions, which typically involve targeted small-group instruction and regular progress monitoring. If a student does not respond adequately to Tier 2 supports, the team may recommend Tier 3 interventions, which are more intensive and individualized.

This collaborative, data-driven approach ensures that each student receives the support necessary to succeed academically and behaviorally.

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?

The district uses a systematic, data-driven problem-solving process to monitor and improve the effectiveness of Tier 1 reading instruction for students in grades 6-8. School administrators, literacy coaches, ELA teachers, and members of the school-based MTSS team review multiple sources of student performance data, including FAST ELA Reading results at each progress-monitoring window, district common assessment results, standards-aligned classroom assessments, student work samples, and instructional walkthrough data.

Tier 1 instruction is considered effective when at least 80% of students score at or above Level 3 on FAST ELA Reading and at least 80% of students demonstrate proficiency, defined as 70% or higher, on district common and standards-aligned classroom reading assignments. Student performance is reviewed following each FAST administration and during regularly scheduled grade-level and MTSS data meetings.

When fewer than 80% of students meet an identified grade-level or standards-based benchmark, the team first examines Tier 1 instruction before referring individual students for supplemental intervention. The team identifies the specific ELC benchmark or reading component presenting difficulty and reviews the alignment and fidelity of core instruction, including the use of the adopted instructional materials, instructional time, explicit and systematic teaching practices, differentiation, opportunities for guided practice, corrective feedback, and alignment among standards, instruction, and assessment.

Based on the findings, the team develops and documents an instructional action plan that identifies the area of need, instructional adjustment, responsible staff member, implementation timeline, and evidence that will be used to measure improvement. Corrective actions may include collaborative lesson planning, instructional coaching, modeling of evidence-based practices, targeted professional learning, regrouping within Tier 1, additional guided practice, or adjustments to pacing and instructional delivery. The team reviews subsequent classroom, district, and FAST data to determine whether the changes improved student performance. If the data do not demonstrate sufficient improvement, the team continues the problem-solving cycle by revising the action plan and providing additional instructional support.

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

The district uses a systematic, data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 2 reading interventions for students in grades 6-8. Students are identified for Tier 2 support through a review of multiple academic data sources, which may include ELA Reading results, standards-aligned classroom assessments, skill-specific diagnostic measures, student work, and prior intervention data. Tier 2 interventions are provided in addition to Tier 1 core reading instruction and are matched to each student's identified area of need in phonemic awareness, phonics, fluency, vocabulary, or comprehension.

For each student receiving Tier 2 support, the teacher documents the student's baseline performance, targeted reading skill, measurable intervention goal, selected evidence-based intervention or instructional practice, group size, frequency and duration of sessions, progress-monitoring measure, and staff member responsible for implementation. Tier 2 interventions are generally delivered in small groups three times per week of 20-30 minutes per session.

Student progress is monitored using an assessment aligned with the targeted reading skill. Progress monitoring data are collected at least every two weeks and reviewed during regularly scheduled grade-level, literacy leadership, or MTSS meetings. The team compares the student's current performance with

the baseline, established intervention goal, expected rate of improvement, and grade-level benchmark. The team also reviews intervention attendance, implementation records, and evidence that the intervention was delivered as designed before determining whether the intervention itself was ineffective.

Based on the data, the MTSS team determines whether to continue, modify, intensify, or gradually discontinue the Tier 2 intervention. When a student demonstrates progress toward or meets the established goal across at least two consecutive data points, the team may continue the intervention, reduce its intensity, or return the student to Tier 1 only support with continued monitoring. When a student demonstrates some improvement but remains below the expected goal, the team may continue the intervention and adjust the instructional focus.

When a student demonstrates insufficient growth across at least three consecutive progress-monitoring data points, the team conducts a problem-solving review to identify possible causes. After verifying implementation fidelity, the team may change the targeted skill, instructional strategy, intervention program, group size, session frequency, session duration, or opportunities for guided practice and corrective feedback. If the student continues to show an insufficient response after the revised Tier 2 intervention has been implemented with fidelity, the MTSS team may conduct or revie additional diagnostic assessment data and consider the need for Tier 3 intensive intervention. All intervention data, instructional adjustments, team decisions, and parent communication are documented.

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

The district uses a systematic, data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 3 reading interventions for students in grades 6-8. Tier 3 interventions are provided to students who demonstrate substantial reading deficiencies or who have not made sufficient progress after receiving appropriately matched Tier 2 interventions implemented with fidelity. Placement decisions are based on multiple academic data sources, which may include FAST Ela Reading results, standards-aligned classroom assessments, skill-specific diagnostic assessments, Tier 2 progress-monitoring data, and previous intervention records.

For each student receiving Teir 3 support, the MTSS team develops and documents an individualized intervention plan. The plan identifies the student's specific area or areas of reading need in phonemic awareness, phonics, fluency, vocabulary, or comprehension along with baseline performance, measurable short-term goals, the evidence-based intervention or instructional practice to be used, group size, frequency and duration of intervention sessions, the progress-monitoring measure, and the qualified instructional personnel responsible for providing the intervention. Tier 3 interventions are delivered during the regular school day.

Student progress is monitored using diagnostic and progress-monitoring measures aligned with the specific reading skills being addressed. Data are collected weekly, or at least biweekly when appropriate to the selected measure, and reviewed during regularly scheduled MTSS meetings. The team compares the student's current performance with baseline data, the established intervention goal, the expected rate of improvement, and applicable grade-level benchmarks. The team also reviews intervention schedules, attendance and lesson or intervention logs to verify that the intervention was delivered as designed before determining whether the intervention was effective.

When the student meets or demonstrates adequate progress toward the intervention goal across at least three consecutive data points, the MTSS team may continue the intervention, adjust the goal, or gradually reduce the intensity while continuing to monitor the student's performance. When data show improvement

but the student remains substantially below the established goal or benchmark, the intervention may be continued with targeted adjustments.

When the student demonstrates insufficient growth across at least three consecutive progress monitoring data points, the MTSS team conducts a problem-solving review to identify barriers to progress. After verifying implementation fidelity, the team may increase the frequency or duration of intervention session, provide additional modeling and guided practice, increase opportunities for immediate corrective feedback, revise the targeted skill or measurable goal, or select a different evidence-based intervention matched to the student's diagnosed need. Additional diagnostic assessment may be administered when existing data do not adequately identify the underlying reading deficit.

The MTSS team documents the student's progress-monitoring results, implementation-fidelity data, intervention adjustments, and decisions. Parents or guardians are informed of the student's identified reading needs, intervention plan, progress, and any significant changes to the intervention. The cycle of assessment, intervention, progress monitoring, fidelity review, and instructional adjustment continues until the student demonstrates sufficient progress to reduce the intensity of support or until additional educational needs must be considered through the district's established problem-solving procedures.

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: **1.** FAST ELA Reading: The student scored Level 3, Level 4, or Level 5 on the previous year's FAST PM3 or the current year's FAST PM1. **2.** HMH Vocabulary and Comprehension: The student scored 70% or higher on the HMH beginning of year assessment measuring vocabulary and reading comprehension. **3.** HMH Standards-Based Classroom Assessment: The student scored 70% or higher on the designated HMH standards-aligned selection, module, or unit assessment administered at the beginning of the school year.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Tier 1 instruction is considered sufficient if at least 80% of students meet or exceed these benchmarks at the start of the year. Tier 1 core reading instruction is considered sufficient and effective when at least 80% of students meet the following performance targets: 1. At least 80% of students score at or above Level 3 on the previous year's FAST PM3 or the current year's FAST PM1. 2. At least 80% of students score 70% or higher on the HMH beginning of the year assessment measuring vocabulary and reading comprehension; and 3. At least 80% of students score 70% or higher on the HMH standards-aligned classroom or common assessment. If fewer than 80% of students meet one or more of these performance targets, the school's literacy leadership and MTSS teams will review the alignment and fidelity of Tier 1 instruction, identify the specific ELA benchmark or reading component requiring improvement, and determine appropriate instructional adjustments, coaching, or professional learning.

Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
Houghton Mifflin Harcourt (HMH)	2025-2026

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

Tier 2 interventions may be added during the school year when multiple current year data sources indicate that a student is not making sufficient progress through Tier 1 instruction alone. The school based MTSS team reviews the student's FAST ELA Reading results, HMH assessments, and student work. A student may be considered for Tier 2 intervention when one or more of the following indicators are present:

- The student scores below 70% on two consecutive HMH unit assessments measuring vocabulary, reading comprehension, or the ELA benchmark currently being taught.
- The student does not meet the HMH designated proficiency benchmark on two consecutive HMH progress monitoring measures.
- The student demonstrates insufficient growth across at least three consecutive progress monitoring data points on designated HMH assessment aligned with the targeted reading skill. Insufficient growth is indicated when the student's scores remain below the established benchmark or do not show progress toward the measurable goal established by the teacher or MTSS team.
- A skill-specific screening or diagnostic assessment indicates performance below the assessment's established benchmark in phonemic awareness, phonics, fluency, vocabulary, or reading comprehension.
- The student demonstrates difficulty mastering a specific B.E.S.T. ELA benchmark, as evidenced by a score below 70% on two consecutive assessments or assignments measuring that same benchmark, after the teacher has provided differentiated Tier 1 instruction, guided practice, and corrective feedback.

The MTSS team reviews the identified area of need and verifies that Tier 1 instruction was provided as designed before adding Teir 2 support. Tier 2 intervention is targeted to the specific reading skill identified through the assessment data and is provided in addition to Tier 1 core instruction. The student's baseline performance, intervention goal, intervention schedule, progress-monitoring measure, and expected performance target are documented in the intervention plan.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

1. Students scoring below Level 3 on previous year's FAST PM3 and/or current year's PM1.
2. Students scoring below 70% on HMH beginning of year assessment measuring vocabulary and reading comprehension.
3. Below benchmark on screening assessments: Students score between the 10th and 25th percentile on the FAST ELA Progress Monitoring 1 (PM1).
4. Teacher documentation: Teachers document academic concerns related to reading, indicating that Tier 1 supports are insufficient and the student may benefit from targeted small group instruction.

Number of times per week interventions are provided: 3X per week

Number of minutes per intervention session: 20-30 minutes

Course(s) where interventions take place: English/Language Arts

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)
Read 180	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 used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Tier 3 interventions are considered when students do not respond adequately to Tier 2 supports and continue to demonstrate significant gaps in reading achievement. The following criteria prompt the addition of Tier 3 interventions:

1. Current FAST Performance: The student scores Level 1 on the most recent current-year FAST ELA Reading progress-monitoring assessment.
2. HMH Performance: The student scores below 70% on two consecutive HMH assessments measuring the same reading component or BEST ELA benchmark.
3. Performance below the HMH Benchmark: The student performs below the HMH-designated grade-level proficiency benchmark on two consecutive HMH progress-monitoring measures, despite receiving targeted Tier 2 interventions.
4. Skill-Specific Assessment Results: The student scores below the established benchmark on a diagnostic or skill-specific assessment measuring phonemic awareness, phonics, fluency, vocabulary, or reading comprehension, indicating a need for intensive, individualized instruction.
5. Insufficient Response to Tier 2: The student demonstrates insufficient growth across at least three consecutive Tier 2 progress-monitoring data points and remains below the measurable intervention goal.

6. Failure to Meet the Tier 2 Goal: The student does not meet the established Tier 2 intervention goal after completing an intervention cycle delivered at the documented frequency and duration and with verified implementation fidelity.
7. Persistent Difficulty with a BEST ELA Benchmark: The student scores below 70% on two consecutive assessments measuring the same BEST ELA benchmark, despite receiving differentiated Tier 1 instruction and targeted Tier 2 intervention.
8. Continued Performance Substantially Below Expectations: Multiple current-year data sources including FAST, HMH, and Tier 2 progress-monitoring results demonstrate that the student continues to perform substantially below the applicable grade-level or skill benchmark and requires more frequent, explicit, systematic, and individualized reading instruction.

Before assigning or modifying Tier 3 intervention, the MTSS team verifies that the Tier 2 intervention was matched to the student's identified need and implemented as designed. The team reviews intervention attendance, frequency, duration, instructional records, and progress monitoring data. If implementation fidelity is confirmed, the team develops an individualized Tier 3 intervention plan that identifies the targeted reading skill, baseline performance, measurable goal, evidence-based intervention, frequency and duration, group size, and progress monitoring measure. Tier 3 intervention is delivered during the regular school day in addition to, and not in place of, Tier 1 core reading instruction and Tier 2 support.

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:

1. Students earning Level 1 in previous year PM3 or current year PM1.
2. Consistently earning below 70% on classroom assessments.
3. Significantly below benchmark on screening assessments: Students score below the 10th percentile on the FAST ELA Progress Monitoring 1 (PM1).
4. Demonstrate substantial deficiency in reading skills: Students show major gaps in foundational reading skills (phonemic awareness, phonics, vocabulary, comprehension, fluency) as measured by classroom-based assessments and teacher observation.
5. Unable to access grade-level curriculum: Students are unable to participate in grade-level reading activities due to persistent reading deficiencies.
6. Minimal or no growth over multiple data points: Progress monitoring data from previous years or assessment windows shows little or no improvement in reading skills, even after Tier 2 interventions.
7. Teacher documentation: Teachers document ongoing academic concerns related to reading, indicating that Tier 1 and Tier 2 supports have not been sufficient.

Students meeting these criteria at the beginning of the year are identified for Tier 3 intensive interventions, which involve highly individualized, frequent, and intensive support in addition to Tier 1 and Tier 2 instruction.

Number of times per week interventions are provided: 4-5 per week

Number of minutes per intervention session: 45-60 minutes

Course(s) where interventions take place: Tier 3 interventions are provided during a designated intervention period or other scheduled instructional support period within the regular school day. Tier 3 interventions are delivered in addition to Tier 1 core ELA instruction and Tier 2 support and do not replace students' participation in grade-level ELA instruction. Students receive intensive, individualized reading intervention aligned to identified skill deficits while maintaining access to core instruction.		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Read 180	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)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

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 Common 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

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

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in grades 9-12 who require Tier 2 and Tier 3 interventions. The identification process is grounded in a comprehensive review of multiple data sources, including classroom assessment, state assessment results, and teacher observations.

Teachers are integral to this process and are encouraged to submit referrals for students who exhibit academic or behavioral challenges. Once a referral is made, the MTSS team comprised of teachers, administrators, and support staff convene to review the student's performance data and determine the appropriate level of support.

Students who demonstrate a need for additional assistance beyond core instruction are provided with Tier 2 interventions, which typically involve targeted small-group instruction and regular progress monitoring. If a student does not respond adequately to Tier 2 supports, the team may recommend Tier 3 interventions, which are more intensive and individualized.

This collaborative, data-driven approach ensures that each student receives the support necessary to succeed academically and behaviorally.

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

The district uses a systematic, data-driven problem-solving process to monitor and improve the effectiveness of Tier 1 reading instruction for students in grades 9-12. School administrators, ELA teachers, and members of the school-based MTSS team review multiple sources of current student-performance data, including FAST ELA Reading results for grades 9-10, McGraw Hill Florida StudySync assessments for grades 9-12, standards-aligned classroom assessments, student work samples, and instructional walkthrough data.

Tier 1 instruction is considered effective when at least 80% of students meet the district's established grade-level performance targets. For grades 9-10, these targets include at least 80% of students scoring at or above Level 3 on FAST ELA Reading and at least 80% meeting the proficiency benchmark on the designated Florida StudySync and classroom assessments. For grades 11-12, the target is at least 80% of

students meeting the proficiency benchmark on the designated Florida StudySync and standards-aligned classroom assessments. Proficiency is defined as 70% or higher.

Student-performance data are reviewed after each applicable FAST progress-monitoring administration and during regularly scheduled collaborative planning, and MTSS data meetings. The team disaggregates assessment results by grade level, course, classroom, student group, B.E.S.T. ELA benchmark, and reading component to identify patterns of strength and areas requiring improvement.

When fewer than 80% of students meet an identified performance target, the team first examines the alignment, implementation, and effectiveness of Tier 1 instruction before referring individual students for supplemental intervention. The review includes:

- Alignment of Florida StudySync lessons and assessments with the applicable B.E.S.T. ELA benchmarks;
- Consistent implementation of the Florida StudySync core curriculum;
- Adequacy of instructional time and pacing;
- Use of explicit and systematic reading instruction;
- Differentiation and scaffolding based on student need;
- Opportunities for guided practice and corrective feedback;
- Alignment among standards, instruction, student tasks, and assessments; and
- Appropriate instructional accommodations and supports for students with disabilities and English language learners.

The team identifies the specific B.E.S.T. ELA benchmark or reading component requiring improvement and conducts a problem analysis to determine the likely instructional cause. Based on the findings, the team develops and documents a Tier 1 instructional improvement plan that identifies the baseline data, measurable student-performance target, instructional adjustment, responsible staff member, implementation timeline, and assessment that will be used to measure improvement.

Instructional adjustments may include collaborative lesson planning, changes to pacing or instructional delivery, flexible grouping within Tier 1, additional explicit instruction, modeling, guided practice, corrective feedback or targeted professional learning aligned with the identified B.E.S.T. ELA benchmark or reading component.

The team reviews subsequent FAST, Florida StudySync, and standards-aligned classroom assessment data to determine whether the instructional changes improved student performance. If at least 80% of students meet the established target, the team continues the effective Tier 1 practices and maintains routine monitoring. If fewer than 80% of students meet the target, the team verifies implementation of the improvement plan, revises the instructional response, provides additional coaching or professional learning, and reviews the next available assessment data. Students who continue to demonstrate an individual reading need after Tier 1 instruction has been reviewed and strengthened may be considered for additional diagnostic assessment and Tier 2 intervention through the school-based MTSS process.

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

The district uses a systematic, data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 2 reading interventions for students in grades 9-12. Students are identified for Tier 2 intervention through a review of multiple current-year academic data sources, including FAST ELA Reading results for grades 9-10, district-designated McGraw Hill Florida StudySync assessments for grades 9-12, standards-aligned classroom assessments, student work, skill-specific diagnostic assessments, and available intervention data. Tier 2 interventions are provided in addition to Tier 1 core ELA instruction and are matched to each student's identified reading need.

For each student receiving Tier 2 intervention, the teacher, interventionist, and school-based MTSS team develop and document an intervention plan that includes:

- The specific reading skill or B.E.S.T. ELA benchmark requiring support;
- The student's baseline performance;
- A measurable intervention goal;
- The evidence-based intervention or instructional practice;
- The frequency and duration of intervention sessions;
- The intervention group size;
- The staff member responsible for providing the intervention;
- The progress-monitoring assessment; and
- The schedule for reviewing student progress.

Student progress is monitored using Florida StudySync assessments, standards-aligned classroom assessments, curriculum-based measures, or skill-specific assessments that directly measure the reading skill addressed by the intervention. Progress-monitoring data are collected at least every two weeks and reviewed during regularly scheduled MTSS meetings. The team compares the student's current performance with the baseline, measurable intervention goal, expected rate of improvement, and applicable grade-level benchmark.

The MTSS team also reviews intervention implementation records, including attendance, frequency, duration, group size, instructional focus, and completion of planned intervention sessions. These data are used to determine whether the intervention was implemented as designed before concluding that the intervention was ineffective.

Based on the progress-monitoring and implementation data, the MTSS team determines whether to continue, modify, intensify, or gradually discontinue the Tier 2 intervention. The following decision-making procedures are used:

- Adequate response**:** If the student meets or demonstrates sufficient progress toward the intervention goal across at least two consecutive progress-monitoring data points, the team may continue the intervention, establish a new goal, reduce the intervention's intensity, or return the student to Tier 1 only instruction with continued monitoring.
- Partial response**:** If the student demonstrates measurable improvement but remains below the established goal or grade-level benchmark, the team may continue the intervention and adjust the instructional focus, strategy, frequency, duration, or grouping.

- Insufficient response: If the student remains below the intervention goal and demonstrates insufficient growth across at least three consecutive progress-monitoring data points, the team conducts additional problem analysis. After confirming implementation fidelity, the team may revise the targeted skill, increase intervention frequency or duration, reduce group size, increase explicit instruction and guided practice, provide additional corrective feedback, administer a skill-specific diagnostic assessment, or select a different evidence-based intervention.

If the student continues to demonstrate an insufficient response after the revised Tier 2 intervention has been implemented with fidelity, the MTSS team reviews all current data to determine whether the student requires Tier 3 intensive intervention. All assessment results, intervention sessions, implementation-fidelity data, instructional adjustments, MTSS decisions, and parent communications are documented.

Tier 2 interventions are delivered during a designated intervention, enrichment, or instructional support period within the regular school day. They are provided in addition to the student's grade-level Tier 1 ELA course and do not replace or reduce access to core instruction using McGraw Hill Florida StudySync.

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

The district uses a systematic, data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 3 reading interventions for students in grades 9-12. Tier 3 interventions are provided to students who demonstrate substantial reading deficiencies or who have not made sufficient progress after receiving appropriately matched Tier 2 interventions implemented with fidelity. Placement and instructional decisions are based on multiple current-year academic data sources, including FAST ELA Reading results for grades 9-10, district-designated McGraw Hill Florida StudySync assessments for grades 9-12, standards-aligned classroom assessments, skill-specific diagnostic assessments, Tier 2 progress-monitoring results, and intervention implementation records.

For each student receiving Tier 3 intervention, the school-based MTSS team develops and documents an individualized intervention plan. The plan identifies:

- The specific reading skill or B.E.S.T. ELA benchmark requiring intensive support;
- The student's baseline performance;
- A measurable short-term intervention goal;
- The evidence-based intervention or instructional practice;
- The frequency and duration of intervention sessions;
- The intervention group size;
- The qualified instructional personnel responsible for providing the intervention;
- The skill-specific progress-monitoring assessment;
- The expected rate of improvement; and
- The schedule for reviewing student progress.

Tier 3 progress monitoring is conducted weekly, or at least biweekly when appropriate for the selected assessment**,** using a measure aligned with the student's identified need in phonemic awareness, phonics, fluency, vocabulary, or reading comprehension. For grades 9-10, the MTSS team also reviews the student's most recent FAST ELA Reading performance. For grades 9-12, the team reviews applicable Florida StudySync assessments, standards-aligned classroom assessments, diagnostic results, and intervention progress-monitoring data.

During regularly scheduled MTSS meetings, the team compares the student's current performance with baseline data, the measurable intervention goal, the expected rate of improvement, and the applicable grade-level or skill benchmark. The team also reviews intervention attendance, frequency, duration, group size, lesson or intervention logs, and completion of scheduled sessions to verify that the intervention was delivered as designed before concluding that the intervention was ineffective.

The MTSS team uses the following problem-solving procedures to evaluate the student's response and improve the effectiveness of the Tier 3 intervention:

- Adequate response: When the student meets the intervention goal or demonstrates sufficient progress toward the goal across at least three consecutive progress-monitoring data points, the team may continue the intervention, establish a new goal, or gradually reduce the intensity of support while closely monitoring student performance.
- Partial response: When the student demonstrates measurable growth but remains below the established goal or benchmark, the team continues the intervention and may adjust the instructional focus, frequency, duration, group size, or amount of explicit instruction, guided practice, and corrective feedback.
- Insufficient response: When the student remains below the intervention goal and demonstrates insufficient growth across at least three consecutive progress-monitoring data points, the team conducts additional problem analysis. After confirming implementation fidelity, the team may increase the frequency or duration of intervention sessions, reduce group size, revise the targeted reading skill, administer additional diagnostic assessments, increase opportunities for explicit instruction and guided practice, or select a different evidence-based intervention matched to the student's identified need.

If the student continues to demonstrate insufficient progress after the revised Tier 3 intervention has been implemented with fidelity, the MTSS team reviews all available data and follows the district's established problem-solving procedures to determine whether additional instructional, diagnostic, or educational supports should be considered. Tier 3 intervention data are not used as the sole basis for making decisions about eligibility for exceptional student education services.

All progress-monitoring results, intervention sessions, implementation-fidelity data, instructional adjustments, MTSS decisions, intervention goals, and parent communications are documented. Parents or guardians are informed of the student's identified reading need, intervention plan, progress toward the established goal, and significant changes to the intervention.

Tier 3 interventions are provided during a designated intervention or instructional support period **within the regular school day**. Tier 3 intervention is delivered in addition to, and does not replace or reduce,

the student's access to Tier 1 core ELA instruction using McGraw Hill Florida StudySync and applicable Tier 2 support.

Grades 9-12 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

Students are initially considered appropriate for Tier 1 core instruction without supplemental Tier 2 or Tier 3 intervention when multiple beginning of year data sources demonstrate grade-level reading performance. The following measurable performance criteria are used:

1. FAST ELA Reading for grades 9-10: The student scored Level 3, Level 4, or Level 5 on the previous year's FAST PM3 or the current year's FAST PM1.
2. Florida StudySync vocabulary and comprehension assessment: The student scored 70% or higher on the district-designated McGraw Hill Florida StudySync beginning-of-year assessment measuring vocabulary and reading comprehension.
3. Standards-aligned classroom assessment: The student scored 70% or higher on the beginning-of-year classroom assessment aligned with the applicable grade-level B.E.S.T. ELA benchmarks.
4. Grades 11-12 performance: Because FAST ELA Reading is not used as the statewide progress-monitoring assessment for grades 11-12, students in these grades demonstrate grade-level performance by earning 70% or higher on Florida StudySync beginning-of-year assessment and 70% or higher on the applicable standards-aligned classroom assessment.
5. Additional diagnostic data, when warranted: Available screening or diagnostic results do not indicate performance below the assessment's established benchmark in phonemic awareness, phonics, fluency, vocabulary, or reading comprehension.

Placement decisions are based on multiple data sources rather than a single assessment score. When FAST, Florida StudySync, classroom, or diagnostic assessment results are inconsistent, the school-based MTSS team reviews all available beginning-of-year data to determine whether Tier 1 core instruction alone is appropriate or whether additional diagnostic assessment or Tier 2 supplemental intervention is needed.

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

Tier 1 core instruction is considered sufficient and effective when at least 80% of students meet the following performance targets:

- For grades 9-10, at least 80% of students score at or above Level 3 on FAST ELA Reading (PM1 or the most recent progress-monitoring assessment).
- At least 80% of students score 70% or higher on district-designated McGraw Hill Florida StudySync assessments measuring vocabulary, comprehension, and mastery of grade-level B.E.S.T. ELA benchmarks.

- At least 80% of students score 70% or higher on standards-aligned classroom assessments tied to currently taught B.E.S.T. ELA benchmarks.
- At least 80% of students demonstrate mastery of identified grade-level reading standards as evidenced by StudySync performance tasks, writing assignments, and unit assessments.

When fewer than 80% of students meet one or more of these targets, the school's literacy leadership and MTSS teams review the fidelity and effectiveness of Tier 1 instruction, including curriculum implementation, pacing, differentiation, assessment alignment, and instructional practices, and develop an instructional improvement plan as needed.

Core Instruction
Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	**Year of Program Adoption**
McGraw Hill – Florida Study Sync Grades 9, 10, 11, 12	2026-2027

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

Tier 2 interventions may be added during the school year when current-year data indicate that a student is not making sufficient progress through Tier 1 instruction alone. A student may be considered for Tier 2 intervention when one or more of the following criteria are present:

- FAST ELA Reading: Student scores below Level 3 on the most recent FAST ELA Reading Progress Monitoring assessment (Grades 9-10).
- Florida StudySync Assessments: Student scores below 70% on two consecutive Florida StudySync assessments measuring the same vocabulary, comprehension, or B.E.S.T. ELA benchmark.
- Standards-Aligned Classroom Assessments: Student scores below 70% on two consecutive standards-aligned classroom assessments measuring the same grade-level reading standard or benchmark.
- Failure to Meet Grade-Level Expectations: Student scores below 70% on two or more assessments measuring vocabulary, reading comprehension, fluency, or mastery of the same B.E.S.T. ELA benchmark.
- Limited Growth Over Multiple Data Points: Student demonstrates less than expected growth across at least three consecutive progress-monitoring measures, including Florida StudySync assessments, classroom assessments, FAST progress-monitoring results, or other district-approved reading assessments.
- Documented Academic Reading Concerns: Student performance data indicate recurring difficulty with specific reading skills or benchmarks as evidenced by repeated assessment scores below proficiency despite differentiated Tier 1 instruction.
- Foundational Reading Skill Deficits: Student performs below the established benchmark on a diagnostic or skill-specific assessment measuring phonics, fluency, vocabulary, or reading comprehension.

- Need for Targeted Small-Group Instruction**:** Multiple data sources (FAST, Florida StudySync assessments, classroom assessments, and/or diagnostic assessments) indicate a specific reading skill deficit requiring supplemental, targeted instruction beyond Tier 1 supports.

Before implementing Tier 2 interventions, the school-based MTSS team reviews all available assessment data, verifies that Tier 1 instructional supports have been implemented with fidelity, identifies the student's specific area of need, and establishes a measurable intervention goal and progress-monitoring plan.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

1. FAST ELA Reading (Grades 9-10): Student scored below Level 3 on the previous year's FAST PM3 or the current year's FAST PM1.
2. Florida StudySync Assessment: Student scored below 70% on the district-designated beginning-of-year McGraw Hill Florida StudySync assessment measuring vocabulary, reading comprehension, and grade-level B.E.S.T. ELA standards.
3. Standards-Aligned Classroom Assessment: Student scored below 70% on the beginning-of-year standards-aligned classroom reading assessment**.**
4. Foundational Reading Skills Deficits: Student scored below the established benchmark on a diagnostic or screening assessment measuring phonemic awareness, phonics, fluency, vocabulary, or reading comprehension, indicating a need for targeted reading support.
5. Limited Growth Across Multiple Data Sources: Historical reading data, including FAST PM3 results, prior Florida StudySync assessments, district assessments, and classroom assessment data, indicate that the student did not meet expected growth targets and remained below grade-level expectations across multiple assessment periods.
6. Documented Academic Reading Concerns: Multiple assessment data sources indicate recurring difficulty with the same reading component or B.E.S.T. ELA benchmark, evidenced by two or more assessment scores below 70% despite receiving differentiated Tier 1 instruction.

Students meeting one or more of these criteria at the beginning of the year are identified for Tier 2 interventions, which involve targeted small-group instruction and regular progress monitoring in addition to Tier 1 core instruction.

Number of times per week interventions are provided: 3x per week

Number of minutes per intervention session: 20-30 minutes

Course(s) where interventions take place: English/Language Arts

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)**
Achieve 3000	**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)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Tier 3 interventions may be considered when students demonstrate a substantial reading deficiency or fail to make sufficient progress after receiving Tier 2 interventions with fidelity. The following criteria may prompt the addition of Tier 3 intensive interventions:

- FAST ELA Reading Performance: Student scores Level 1 on the most recent FAST ELA Reading Progress Monitoring assessment (Grades 9-10).
- Florida StudySync Assessments: Student scores below 70% on two consecutive Florida StudySync assessments measuring the same reading component or B.E.S.T. ELA benchmark.
- Standards-Aligned Classroom Assessments: Student scores below 70% on two consecutive standards-aligned classroom assessments measuring the same grade-level reading standard or benchmark.
- Failure to Respond to Tier 2 Interventions: Student fails to meet the established Tier 2 intervention goal after a documented intervention cycle implemented with fidelity.
- Limited Growth Across Multiple Data Points: Progress-monitoring data from Florida StudySync assessments, classroom assessments, FAST results, and intervention progress-monitoring measures indicate insufficient growth across at least three consecutive progress-monitoring data points despite Tier 2 intervention.
- Diagnostic Assessment Results: Student performs below the established benchmark on a diagnostic or skill-specific assessment measuring phonemic awareness, phonics, fluency, vocabulary, or reading comprehension, indicating a substantial reading deficit requiring intensive intervention.

- Persistent Skill Deficits: Multiple data sources demonstrate continued difficulty mastering the same reading component or B.E.S.T. ELA benchmark, evidenced by repeated assessment scores below proficiency despite differentiated Tier 1 instruction and targeted Tier 2 intervention.
- Need for Intensive Individualized Support: Assessment data indicate the student requires more frequent, explicit, systematic, and individualized instruction than can be provided through Tier 2 intervention alone.

Before assigning Tier 3 intervention, the school-based MTSS team reviews all available assessment data, verifies that Tier 2 interventions were implemented with fidelity, identifies the student's specific area(s) of need, and develops a documented intervention plan that includes baseline performance, measurable goals, intervention frequency and duration, progress-monitoring measures, and a schedule for reviewing student progress.

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

Beginning of Year Data

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

1. Student scores below the 10th percentile on FAST ELA Reading PM1**.**
2. Student earns Level 1 on the previous year's FAST PM3 or current year's FAST PM1**.**
3. Demonstrates a substantial reading deficiency as evidenced by one or more of the following:
    - Scores below 60% on the district-designated beginning-of-year Florida StudySync assessment measuring vocabulary and reading comprehension.
    - Scores below 60% on the beginning-of-year standards-aligned classroom assessment**.**
    - Scores below the established benchmark on a diagnostic or skill-specific assessment measuring phonemic awareness, phonics, fluency, vocabulary, or reading comprehension.
    - Demonstrates deficits in multiple reading components as evidenced by assessment results below proficiency on two or more measures.
4. Unable to access grade-level curriculum: Student scores below 60% on multiple grade-level reading assessments and demonstrates persistent difficulty mastering grade-level B.E.S.T. ELA benchmarks despite previous intervention support.
5. Minimal or no growth over multiple data points: Historical data from FAST, Florida StudySync assessments, district assessments, and progress-monitoring measures demonstrate insufficient growth across three or more consecutive assessment periods**,** despite documented Tier 2 interventions.
6. Documented intervention history: Intervention records and assessment data indicate that the student failed to meet the measurable goals established during Tier 2 intervention and continues to perform below grade-level expectations.

Students meeting one or more of these criteria at the beginning of the year are identified for Tier 3 intensive interventions, which provide highly individualized, frequent, and intensive instruction in addition to Tier 1 core instruction and Tier 2 supports.

Number of times per week interventions are provided: 4-5 times per week

Number of minutes per intervention session: 30-45 minutes

Course(s) where interventions take place:
ELA class period with pull-our or push-in support.
Dedicated intervention periods.

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)
Achieve 3000	**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 used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

5) Professional Learning (Rule 6A-6.053(9)(b)3.g.—k., F.A.C.)

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

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

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

Name of Professional Learning	Target Audience	Description
B.E.S.T. ELA Standards Implementation Workshop	Middle and High School Teachers	This learning series provides middle and high school teachers with an in-depth understanding of Florida's B.E.S.T. ELA Standards. Participants will explore the structure and progression of the standards, examine grade-level expectations, and learn strategies for aligning curriculum, instruction, and assessment. The workshop includes collaborative lesson planning, model instructional practices, and guidance on integrating evidence-based reading and writing strategies to ensure all students meet rigorous literacy goals.
Evidence Based Strategies for Adolescent Literacy	Middle and High School Teachers	This professional learning series equips secondary teachers with research-based instructional approaches proven to improve literacy outcomes for adolescent learners. Teachers will learn how to implement strategies for vocabulary development, reading comprehension, and critical thinking across content areas. The session emphasizes differentiation for diverse learners, including students with disabilities and English language learners, and provides practical tools for progress monitoring and intervention.

Instructional Personnel and Certified PreK Teachers

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

N/A

Differentiated Professional Learning

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

The district provides a comprehensive professional learning system to support instructional personnel in earning certification, credentials, endorsement, and advanced degrees in scientifically researched and evidence-based reading instruction.

1. **Tuition Assistance and Incentives:**
   Financial support is provided for teachers pursuing advanced degrees or endorsements in reading instruction, including tuition reimbursement, stipends, and recognition incentives.
2. **Targeted Professional Development:**
   Ongoing PD sessions focus on evidence-based reading practices, B.E.S.T. ELA Standards, and

instructional strategies for diverse learners. Sessions are scheduled throughout the year and differentiated based on teacher needs and progress monitoring data.

3. **Collaboration with Higher Education:**
   The district partners with local colleges and universities to facilitate advanced degree programs and endorsement coursework for instructional personnel and PreK teachers.

Documentation and Tracking:
The district maintains records of professional learning participation, credential attainment, and endorsement progress to ensure compliance with FEFP funding requirements and state statutes.

The district uses a data-driven approach to differentiate and intensify professional learning for teachers:

- Analysis of Progress Monitoring Data:
  Teachers' professional learning needs are identified through regular review of student progress monitoring data (e.g., FAST ELA, classroom assessments, intervention logs). Data is analyzed at the school and district level to pinpoint areas where students are not meeting literacy benchmarks.
- Targeted Professional Development:
  Professional learning sessions are tailored to address specific instructional gaps revealed by data. For example, if data shows students are struggling with vocabulary or comprehension, targeted workshops and coaching cycles are provided on those topics.
- Flexible Delivery Models:
  Professional learning is offered in multiple formats—whole group, small group, PLCs, coaching cycles, and online modules—to meet the varied needs of teachers.
- Intensified Support for Identified Teachers:
  Teachers whose students demonstrate persistent gaps in reading achievement receive intensified support, such as additional coaching, classroom modeling, and individualized feedback.
- Ongoing Monitoring and Adjustment:
  The effectiveness of professional learning is monitored through follow-up data reviews and classroom observations. Adjustments are made to PD plans based on teacher feedback and subsequent student performance data.
- Collaboration and Sharing of Best Practices:
  Teachers are encouraged to collaborate in PLCs and share strategies that have led to improved student outcomes. Model classrooms and mentor teachers are leveraged to provide real-time examples of effective literacy instruction.

By differentiating and intensifying professional learning based on progress monitoring data, the district ensures that teachers receive the support they need to address specific instructional challenges and improve student literacy outcomes.

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

The school will implement a structured mentor teacher program to support new and developing educators. Mentor teachers will be identified based on clear criteria, including demonstrated instructional effectiveness, consistent student achievement growth, and leadership qualities. Selection will also consider strong classroom management, ability to model evidence-based practices, and a commitment to professional collaboration.

Model classrooms will be established by designating mentor teachers' classrooms as exemplars of best practice. These classrooms will serve as learning environments where high-impact instructional strategies, effective use of curriculum resources, and strong student engagement are consistently demonstrated. They will be utilized for:

- Observation Opportunities: New teachers will visit model classrooms to observe effective teaching techniques in action.
- Co-Teaching and Coaching: Mentor teachers will provide side-by-side instructional support and feedback during scheduled sessions.
- Professional Learning Walks: Teams of educators will engage in structured walkthroughs to analyze instructional practices and reflect on implementation.

This program will create a sustainable system for teacher development, ensuring that mentor teachers serve as instructional leaders and model classrooms function as living laboratories for continuous improvement.

Professional Learning Time

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

Faculty are provided a one hour planning block directly after school which is used for professional learning, faculty meetings, committee meetings.

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
N/A		

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.

In accordance with s. 1008.25(5)(d), F.S., our district has established a process to immediately notify parents or guardians when their child is identified as having a substantial deficiency in reading. Upon identification—based on screening, progress monitoring, or diagnostic assessment results—parents are notified within 5 days through both written communication (letter or email) and a follow-up phone call from school staff.

The notification includes:

- A clear explanation of the student's reading deficiency and the specific areas of concern.
- Information about the interventions and supports that will be provided at school.
- Guidance on how parents can support their child's reading development at home, including access to a read-at-home plan and recommended resources.
- An invitation to meet with school staff to discuss the student's progress and collaborate on strategies for improvement.

This immediate and multi-channel notification process ensures that families are informed, engaged, and empowered to support their child's literacy growth in partnership with the school.

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).

We have not yet established literacy partnerships or programs. As a new district, this is something we are working on as we further develop and fully implement our CERP.

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.

N/A- Our school does not serve this grade level.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.

	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

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

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: Calandra Strauss	Date: 10/19/2026