

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	Carla Sconiers	sconierscarla@walton.k12.fl.us	850-892-1100 ext. 1541
Data Element	Carla Sconiers Crystal Appel	sconierscarla@walton.k12.fl.us appelc@walton.k12.fl.us	850-892-1100 ext. 1541 / 1521
Third Grade Promotion	Carla Sconiers	sconierscarla@walton.k12.fl.us	850-892-1100 ext. 1541
Multi-Tiered System of Supports	Carla Sconiers Crystal Appel	sconierscarla@walton.k12.fl.us appelc@walton.k12.fl.us	850-892-1100 ext. 1541 / 1521
Other (Supervisor of Curriculum and Instruction)	Crystal Appel	appelc@walton.k12.fl.us	850-892-1100 ext. 1521

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 (where applicable)
Elementary Expenses		
Literacy coaches	\$350,000.00	1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$130,000.00	
Third grade summer reading camps	\$40,000.00	
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$110,000.00	1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$75,000.00	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$20,898.00	
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	\$725,898.00	

3) Literacy Leadership – District and School

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

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

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

F.A.S.T.				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention	Urgent Intervention	At & Above Benchmark	At & Above

	<10 th percentile	<10 th percentile	40 th percentile & above	Benchmark 40 th percentile & above
VPK	.01%	0%	95%	98%

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

In the 2025-2026 school year, UFLI manuals and training will be provided to all VPK teachers for use during semester 2. To prepare for kindergarten readiness, UFLI “Getting Ready” lessons will be taught to VPK students.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the F.A.S.T.

F.A.S.T.				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	18%	15%	61%	64%
1	18%	15%	66%	69%
2	20%	15%	61%	64%
3	13%	11%	68%	70%
4	14%	12%	67%	70%
5	12%	10%	64%	67%
6	12%	10%	68%	70%
7	11%	10%	67%	70%
8	14%	12%	61%	64%
9	14%	12%	65%	68%
10	14%	12%	65%	68%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	STAR Early Literacy, STAR Reading, and F.A.S.T. Reading data will be reviewed and analyzed at least three times per year. Focus areas will include students performing at Levels 1 and 2, underperforming subgroups, and overall growth across all performance levels. Data at both the district and school levels will be compared to evaluate the effectiveness of instruction.	Individual schools will monitor data from STAR Early Literacy, STAR Reading, and F.A.S.T. Reading to plan targeted instruction. Regular data chats will occur between administration, teachers, instructional coaches, etc. to discuss grade level and teacher level data. Additionally, screening assessments and diagnostic tools will offer deeper insight into the specific skill deficits of struggling readers. This data will

		be reviewed to inform planning of targeted interventions. Diagnostic assessments will primarily focus on phonological awareness, phonics, fluency, and comprehension.
Actions for continuous support and improvement	All elementary schools in Walton County will receive district support through the implementation of a district coaching plan and ongoing literacy coach assistance throughout the school year. An elementary Progress Monitoring Guide will also be provided and reviewed. Grounded in the principle that <i>“the best intervention is effective instruction,”</i> the guide outlines key components to support instructional adjustments that lead to improved student outcomes. In addition, schools will receive targeted feedback through School Improvement visits, focusing on ELA curriculum and instruction to further strengthen teaching and learning practices.	Elementary literacy coaches will be on campus regularly to support administrators, teachers, and other instructional-support personnel. This support will consist of classroom observations, feedback discussions with administration and teachers, training on curriculum/interventions/best practices, modeling lessons, and data analysis.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	F.A.S.T. Reading data will be reviewed and analyzed at least three times per year. Focus areas will include students performing at Levels 1 and 2, underperforming subgroups, and overall growth across all performance levels. Data at both the district and school levels will be compared to evaluate the effectiveness of instruction.	Individual schools will monitor data from F.A.S.T. Reading to plan targeted instruction. Regular data chats will occur between administration, teachers, instructional coaches, etc. to discuss grade level and teacher level data. Additionally, screening assessments and diagnostic tools will offer deeper insight into the specific skill deficits of struggling readers in Intensive Reading. This data will be reviewed to inform planning of targeted interventions. Diagnostic assessments primarily focus on phonics, fluency, and comprehension.

Actions for continuous support and improvement	All secondary schools in Walton County will receive district support through the implementation of a district coaching plan and ongoing assistance throughout the school year. A secondary Progress Monitoring Guide will also be provided and reviewed. Grounded in the principle that <i>“the best intervention is effective instruction,”</i> the guide outlines key components to support instructional adjustments that lead to improved student outcomes. In addition, schools will receive targeted feedback through School Improvement visits, focusing on ELA curriculum and instruction to further strengthen teaching and learning practices.	Secondary literacy coaches will be on campus regularly to support administrators, teachers, and other instructional-support personnel. This support will consist of classroom observations, feedback discussions with administration and teachers, training on curriculum/interventions/best practices, modeling lessons, and data analysis.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	F.A.S.T. Reading data will be reviewed and analyzed at least three times per year. Focus areas will include students performing at Levels 1 and 2, underperforming subgroups, and overall growth across all performance levels. Data at both the district and school levels will be compared to evaluate the effectiveness of instruction.	Individual schools will monitor data from F.A.S.T. Reading to plan targeted instruction. Regular data chats will occur between administration, teachers, instructional coaches, etc. to discuss grade level and teacher level data. Additionally, screening assessments and diagnostic tools will offer deeper insight into the specific skill deficits of struggling readers in Intensive Reading. This data will be reviewed to inform planning of targeted interventions. Diagnostic assessments primarily focus on phonics, fluency, and comprehension.
Actions for continuous support and improvement	All secondary schools in Walton County will receive district support through the implementation of a district coaching plan and ongoing assistance throughout the school year. A secondary	Secondary literacy coaches will be on campus regularly to support administrators, teachers, and other instructional-support personnel. This support will consist of classroom observations,

	Progress Monitoring Guide will also be provided and reviewed. Grounded in the principle that <i>“the best intervention is effective instruction,”</i> the guide outlines key components to support instructional adjustments that lead to improved student outcomes. In addition, schools will receive targeted feedback through School Improvement visits, focusing on ELA curriculum and instruction to further strengthen teaching and learning practices.	feedback discussions with administration and teachers, training on curriculum/interventions/best practices, modeling lessons, and data analysis.
--	--	---

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.

Revisions have been made to the 2025–2026 CERP based on data from the previous school year (2024–2025). The Supervisor of Curriculum and Instruction and District Literacy Coordinator have evaluated the data to provide specific, differentiated support for each school. Support will consist of coaching, training, data analysis, and other initiatives to improve literacy achievement. Additionally, the district will partner with schools to conduct School Improvement visits focused on strengthening literacy initiatives, providing feedback, and identifying areas for growth in ELA instruction and curriculum implementation.

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

Meetings will be conducted at the beginning of the 2025-2026 school year between district leaders and school administrators to develop a district coaching plan. During this meeting, the Reading Plan and Progress Monitoring Guide will be used as a guiding force for literacy instruction and accountability.

Throughout the year, school-based administrative teams will provide updates on how the Reading Plan and Decision Trees have been utilized within their campuses. The Supervisor of Curriculum and Instruction will meet with school administrators to discuss data and determine frequency and purpose of quarterly reading walkthroughs.

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.

District-wide assessment data is provided throughout the school year to principals by the Supervisor of Curriculum and Instruction. This data is analyzed by administrators and used to create individual action plans for improving literacy at schools. Trends in data should drive professional development decisions, coaching support, and district-provided guidance. Additionally, the District Literacy Coordinator and district literacy coaches may offer training on utilizing F.A.S.T. reports for instructional planning. Data is reviewed collectively with the Supervisor of Curriculum and Instruction, Deputy Superintendent, and/or Superintendent.

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

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

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

☒ Yes

☐ No

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

N/A

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

The literacy coach model is communicated to principals during the initial district coaching plan meeting, with the Supervisor of Curriculum and Instruction and District Literacy Coordinator. Throughout the school year, expectations are reviewed during monthly principal meetings. The school-based administrative teams and assigned literacy coaches meet regularly to incorporate coaching model requirements and continually implement a systemic plan for improving reading achievement.

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

The District Literacy Coordinator will conduct monthly meetings with the literacy coaches. These collaborative discussions will include updates on district and school data and Just Read, Florida! information, as well as CERP and Progress Monitoring review. The district literacy coaches will be provided professional learning opportunities on K-12 Lift reports (F.A.S.T. data), LETRS training, and state/national literacy conferences. Walton County's literacy coaches are trained on scientifically based reading research and evidence-based practices. The coaches use knowledge from professional development to assist individual schools with data analysis, coaching, and school/district professional development.

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?

Walton County School District supports coaches by emphasizing the importance of high-impact activities with principals, assistant principals, and other administrative leaders through monthly meetings. The district prioritizes data analysis with all stakeholders (school and district administration, coaches, and teachers) using K12 Lift reports (F.A.S.T. data) to breakdown % of students at/above achievement, % of students on pace to show one year's growth, and % of students learning quickly enough/achieving learning gains. Schools have access to these reports, and district literacy coaches support teachers in understanding individual data. Additionally, all schools have access to district-wide professional development – led by the District Literacy Coordinator and/or district literacy coaches. Schools not making adequate growth will receive more frequent/intensive visits (as needed) from a district literacy coach to provide specific feedback on improving literacy.

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

The District Literacy Coordinator supports and monitors district literacy coaches' schedules and tasks. The Literacy Coordinator and literacy coaches meet regularly to revisit goals, plans, and accountability within schools. The Supervisor of Curriculum and Instruction is also provided updates on the implementation of Walton County's literacy coach model.

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

The effectiveness of literacy coaches is typically measured through a combination of qualitative and quantitative data sources, including school and district student achievement/growth data as well as coaching logs and implementation evidence. Completion percentages of educators participating in LETRS professional development, led by the literacy coaches, also provides evidence of coaching effectiveness.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The Walton County School District's strategic plan addresses student achievement and standards-based curriculum and instruction in goals 1 and 2. The district's literacy-focused curriculum and instruction addresses the 6 components of reading in a variety of ways. Phonological awareness and phonics are taught using Heggerty Phonemic Awareness (Pre-K, Kindergarten, and Primary) and University of Florida Literacy Institute Foundations (UFLI) in elementary grade levels. Vocabulary and comprehension instruction occurs daily during whole group ELA lessons.

Screening tools and diagnostic assessments are used throughout the year to inform targeted, tiered support for students. The LETRS Spelling Screener is administered to all students in grades 1-5 and Intensive Reading students in middle and high school. This provides valuable data on students' mastery of foundational skills. Diagnostic assessments such as LETRS Phonics and Word Reading Survey, Phonological Awareness Screening Test (PAST), and DIBELS are administered as additional data points for struggling readers. Once deficits are identified, intentional interventions are planned and taught with fidelity.

Walton County is committed to the implementation of a Multi-Tiered System of Supports (MTSS) framework to improve educational outcomes and meet academic and behavioral needs of all students, including students with a disability, students who are English language learners, and vulnerable populations (students from low-income families, students of migrant workers, students who are homeless, and students in foster care).

Walton County will provide high-quality instruction and intervention matched to student needs and will use learning rates and levels of performance to inform instruction, interventions, promotion, and acceleration.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

Walton County's PreK program, including VPK and ESE PreK, focuses on high-quality instruction aligned to early learning standards. All VPK students receive foundational literacy instruction in phonemic awareness, speaking and listening, vocabulary, phonics, and emergent writing. Students demonstrating early reading deficiencies receive additional support through targeted small-group instruction.

All VPK students are assessed using F.A.S.T. for progress monitoring, and educators use the data to guide instruction. ESE PreK students receive individualized support aligned with their IEPs, with an emphasis on inclusive, language-rich environments.

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

In our district, VPK utilizes McGraw Hill World of Wonders as the core curriculum to support early learning. Additionally, Heggerty Phonemic Awareness (Pre-K, Kindergarten, and Primary) is implemented daily to build a strong foundation in phonological awareness. To provide accessible digital resources for both teachers and students, Walton County uses Reading Eggs in all VPK classrooms.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

Students identified with a substantial deficiency in early literacy skills receive targeted intervention in phonological awareness, emergent reading, and emergent writing. Heggerty Phonemic Awareness (Pre-K, Kindergarten, and Primary) is used in small-group settings to strengthen students' ability to manipulate speech sounds orally. Instruction also emphasizes letter recognition, letter sounds, and foundational letter formation skills.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the F.A.S.T. must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the

intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

F.A.S.T.				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
F.A.S.T. Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
F.A.S.T. Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
F.A.S.T. ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
LETRS Spelling Screener	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ 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
DIBELS – Fluency Passages	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ 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
LETRS Phonics and Word Reading Survey	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Tier 2 and 3 Students in Elementary K-5	☐ 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
Phonological Awareness Screening Test (PAST)	☐ VPK ☐ PreK ☒ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☒ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ Grade 4 ☐ Grade 5 ☒ Tier 2 and 3 Students in Elementary K-5	☐ Comprehension		☐ As Needed ☐ Other
District Reading Assessments (DRAs)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District Phonics Assessments (UFLI-aligned)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Savvas: ReadyGEN Selection Tests	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

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

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

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

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

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

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

In addition to reviewing each student's prior year PM3 F.A.S.T./STAR performance, schools administer beginning-of-year screening tools to identify students who may need additional support or intervention. Data from the LETRS Spelling Screener, DIBELS, and current-year PM1 F.A.S.T./STAR scores (when available) are triangulated to help determine eligibility.

For kindergarten, alternative assessments such as letter/sound screeners and the PAST are reviewed. Within the first four weeks of school, teachers also monitor classroom performance in relation to peers and document any emerging patterns. When student data suggests a need for intervention, additional diagnostic assessments—such as the LETRS Phonics and Word Reading Survey and the PAST—are administered.

Using multiple data points allows for more accurate identification of specific reading deficits and supports intentional intervention planning.

Teachers delivering interventions receive training and support to maximize student growth.

For Tier 2 students, a collaborative team of teachers, instructional coaches, and/or administrators meets quarterly to review student data, including both achievement and growth trends. During these data chats, the team analyzes current and previous interventions, as well as progress monitoring results, to determine effectiveness. Based on these discussions, teacher teams develop targeted action plans for students identified within Tier 2 and establish specific goals for the upcoming quarter.

For Tier 3 students, the MTSS team—comprised of the student’s classroom teacher(s), MTSS facilitator, district liaison, and/or school administrator—meets quarterly to review student data, monitor progress, evaluate interventions, and develop future action plans and goals. Parents are invited to attend and actively participate in these meetings as valued partners in the process.

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

For grades 4-5, prior year PM3 F.A.S.T. scores are reviewed, in combination with current data from the LETRS Spelling Screener and DIBELS. During the first four weeks of school, teachers observe student performance relative to their peers and record any emerging trends or concerns.

For students who are at risk of needing intervention, diagnostic assessments – such as the LETRS Phonics and Word Reading Survey and PAST – are administered individually.

The use of multiple data points enables more precise identification of specific reading gaps and informs targeted intervention planning.

Teachers delivering interventions receive training and support to maximize student growth.

Collaborative teams and/or MTSS teams, as described in 2a, also meet quarterly for tier 2 and tier 3 students in grades 4-5.

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

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

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

The district implements a data-informed process to identify K–3 students who may exhibit reading difficulties, specifically those with characteristics of dyslexia. K-3 screening tools are used to collect relevant data, including the use of LETRS Spelling Screener, DIBELS, and prior year/current year F.A.S.T./STAR results. Multiple data points help identify and address specific reading deficiencies. Collaborative teams and/or MTSS teams, as described above in 2a, analyze appropriate data and artifacts to make additional decisions for students with characteristics of dyslexia.

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

In addition to the initial screeners mentioned in 3a, students with characteristics of dyslexia are also administered the LETRS Phonics and Word Reading Survey and PAST. These screeners pinpoint specific phonics and phonological awareness gaps that may need additional instruction. Once deficits are identified, appropriate interventions are implemented with fidelity.

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

Tier 1 reading instruction should be of high quality and include gradual release (I do, we do, you do) in a whole group, small group, and independent practice/reading setting. This delivery should be explicit, systematic, scaffolded, differentiated, and include corrective feedback.

With that being said, the district's expectation for effective tier 1 instruction is: 80% of students class-wide are making adequate progress and demonstrate proficiency on grade level standards.

To monitor the delivery and effectiveness of instruction, school leaders and/or district support will conduct regular classroom walkthroughs, review student performance data (such as progress monitoring results), and collaborate through PLCs to ensure instructional practices align with district expectations and are meeting the needs of all learners.

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

Tier 2 reading intervention should occur 30 minutes daily, in addition to the core ELA block, and should focus on specific reading components, using research-/evidence-based materials.

Bi-weekly screenings should be administered to monitor student progress, ensure fidelity, and plan for future instruction.

District literacy coaches will support teachers with the implementation of approved interventions and will conduct non-evaluative classroom walkthroughs during tier 2 instruction to ensure the following: fidelity, group size, effective instruction, strong routines/procedures, and positive reinforcement.

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

Tier 3 intensive reading intervention should occur 30 minutes daily, in addition to the core ELA block and tier 2, and should focus on specific deficits, using research-/evidence-based materials. The MTSS team will meet to collaboratively create an action plan and monitor progress for students.

Weekly screenings should be administered to monitor student progress, ensure fidelity, and plan for future instruction.

District literacy coaches will support teachers with the implementation of approved interventions and will conduct non-evaluative classroom walkthroughs during tier 3 instruction to ensure the following: fidelity, group size, effective instruction, strong routines/procedures, and positive reinforcement.

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Students in grades K–2 who score at or above the 50th percentile and/or level 3 or higher on PM3 F.A.S.T. from prior year (STAR Early Literacy and/or STAR Reading)—indicating they are performing at or above grade level—will receive Tier 1 instruction only. This data is triangulated with progress monitoring, formative

assessments, and/or teacher observation data to make appropriate instructional decisions for only receiving tier 1 support. Students in grades 3-5 who score level 3, 4, or 5 on prior year PM3 ELA F.A.S.T.—demonstrating mastery of B.E.S.T. standards—will receive Tier 1 instruction only. Again, progress monitoring, formative assessments, and/or teacher observation data is considered as well.							
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. 1. Most students demonstrate adequate growth toward grade-level expectations on progress monitoring assessments (e.g., F.A.S.T. PM1, PM2, PM3 learning gain; LETRS Spelling Screener – grade level skills mastered; DIBELS Fluency Rate – appropriate words correct per minute), with scores reflecting consistent progress. 2. At least 80% of students should meet or exceed expectations on standards-based District Reading Assessments (DRAs). The district’s expectation is that students maintain a quarterly average of 70% or higher on these assessments. 3. For grades K-2, at least 80% of students should meet or exceed expectations on District Phonics Assessments, focusing on decoding and encoding. The district’s expectation is that students maintain a quarterly average of 70% or higher on these assessments.							
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The district has established a continuous improvement process to monitor and enhance the effectiveness of Tier 1 instruction. Key procedures include regular classroom walkthroughs, ongoing data review, professional learning communities (PLCs), literacy coach support, and overall monitoring fidelity of implementation. District leaders, school-based administrators, district literacy coaches, and teachers will work collaboratively to ensure these procedures are implemented, and data chats are happening regularly. Additionally, principals guarantee that all teachers new to a curriculum or ELA-subject area participate in onboarding/training for specific programs/instructional materials to maximize effective implementation. District literacy coaches collaborate with ELA teachers as part of the district’s ongoing Curriculum Alignment Project (CAP) to ensure classrooms curriculum and lessons are aligned to grade level B.E.S.T. standards. Literacy Leadership Teams at each school will problem-solve throughout the year to address literacy trends/deficits in data.							
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed. <table> <tr> <th>Name of Program</th><th>Year of Program Adoption</th></tr> <tr> <td>Amplify CKLA – Knowledge, Grades K-5</td><td>2025-2026</td></tr> <tr> <td>UFLI Foundations, Grades K-2</td><td>2024-2025</td></tr> </table>		Name of Program	Year of Program Adoption	Amplify CKLA – Knowledge, Grades K-5	2025-2026	UFLI Foundations, Grades K-2	2024-2025
Name of Program	Year of Program Adoption						
Amplify CKLA – Knowledge, Grades K-5	2025-2026						
UFLI Foundations, Grades K-2	2024-2025						
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Additional students may be considered for Tier 2 interventions during the school year if progress monitoring or classroom assessment data indicates a need for further support. If students are not meeting the Tier 1 performance criteria outlined above or continually score a level 1 on F.A.S.T. PM2 or PM3 and/or below the 20th percentile, additional data may be collected to identify specific areas of need. For example, if a student is not demonstrating adequate growth on F.A.S.T., the LETRS Spelling Screener, or DIBELS Fluency Assessments, further screening—such as the LETRS Phonics and Word Reading Survey and/or PAST—may be administered to gain deeper insight into foundational skill deficits. Adequate growth on F.A.S.T. varies, based on the learning gain or bucket needed for a year’s growth. Goals are set at the beginning and middle of each school year to ensure learning gains are achieved.							
Tier 1 Instruction + Tier 2 Interventions							
Beginning of Year Data							

Students who meet the following criteria at the beginning of the school year: Students in grades K-5 who score a Level 1 or 2 on F.A.S.T./STAR Early Literacy or STAR Reading and/or students scoring level 1 or 2 on ELA F.A.S.T. PM3 (prior year)—indicating they are performing below grade level—will receive tier 1 instruction and tier 2 intervention daily.		
Number of times per week interventions are provided: 5		
Number of minutes per intervention session: 30 minutes		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
The Comprehension Toolkit, Second Edition		The Comprehension Toolkit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program. The IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices supports the use of this program. Recommendation 2—providing direct and explicit instruction in comprehension strategies—carries strong ESSA-aligned evidence and is embedded within the program’s design. The program emphasizes teaching students transferable comprehension strategies that can be applied across a variety of texts. The district will support and monitor the program by facilitating trainings for teachers to opportunities to learn about and explore the curriculum(s) used.
Lexia Core5 Reading (Pre-K – Grade 5)	Moderate	
Imagine Language & Literacy	Promising	Imagine Learning is used for English language learners as a digital-learning tool.
Heggerty Phonemic Awareness (Pre-K, Kindergarten, and Primary)		Heggerty Phonemic Awareness programs do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program. The IES Practice Guide titled Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade supports the use of Heggerty and Bridge the Gap to address phonological awareness deficiencies. Recommendation 2 – develop awareness of the segments of sounds in speech and how they link to letters – has strong ESSA-aligned evidence and is the focus of Heggerty and Bridge the Gap. These recommendations were built into the program by providing structured curriculum that delivers daily phonemic awareness lessons.

		The district will support and monitor the program by facilitating trainings for teachers to opportunities to learn about and explore the curriculum(s) used.
Heggerty - Bridge the Gap		Heggerty Bridge the Gap programs does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program. The IES Practice Guide titled Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade supports the use of Heggerty and Bridge the Gap to address phonological awareness deficiencies. Recommendation 2 – develop awareness of the segments of sounds in speech and how they link to letters – has strong ESSA-aligned evidence and is the focus of Heggerty and Bridge the Gap. These recommendations were built into the program by providing structured curriculum that delivers daily phonemic awareness lessons. The district will support and monitor the program by facilitating trainings where teachers have opportunities to learn about and explore the curriculum(s) used.
Great Leaps		Great Leaps does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports these programs. In IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3 and 4 have strong and moderate ESSA-aligned evidence. Recommendation 3 focuses on teaching students to decode words, analyze word parts, and write and recognize words. Recommendation 4 focuses on students reading connected text every day to support reading accuracy, fluency, and comprehension. Both recommendations are embedded in the programs by providing structured curriculum that delivers instruction in fluency and decoding. The district will support and monitor the program by facilitating trainings where teachers have opportunities to learn about and explore the curriculum(s) used.
Rewards		Rewards does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports these programs. In

		IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3 and 4 have strong and moderate ESSA-aligned evidence. Recommendation 3 focuses on teaching students to decode words, analyze word parts, and write and recognize words. Recommendation 4 focuses on students reading connected text every day to support reading accuracy, fluency, and comprehension. Both recommendations are embedded in the programs by providing structured curriculum that delivers instruction in fluency and decoding. The district will support and monitor the program by facilitating trainings where teachers have opportunities to learn about and explore the curriculum(s) used.
University of Florida Literacy Institute (UFLI) Foundations		UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports these programs. In IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3 and 4 have strong and moderate ESSA-aligned evidence. Recommendation 3 focuses on teaching students to decode words, analyze word parts, and write and recognize words. Recommendation 4 focuses on students reading connected text every day to support reading accuracy, fluency, and comprehension. Both recommendations are embedded in the programs by providing structured curriculum that delivers instruction in fluency and decoding. The district will support and monitor the program by facilitating trainings where teachers have opportunities to learn about and explore the curriculum(s) used.
Sonday System		Sonday System does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports these programs. In IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3 and 4 have strong and moderate ESSA-aligned evidence. Recommendation 3 focuses on teaching

		students to decode words, analyze word parts, and write and recognize words. Recommendation 4 focuses on students reading connected text every day to support reading accuracy, fluency, and comprehension. Both recommendations are embedded in the programs by providing structured curriculum that delivers instruction in fluency and decoding. The district will support and monitor the program by facilitating trainings where teachers have opportunities to learn about and explore the curriculum(s) used.
Brainspring Phonics First		Brainspring Phonics First does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports these programs. In IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3 and 4 have strong and moderate ESSA-aligned evidence. Recommendation 3 focuses on teaching students to decode words, analyze word parts, and write and recognize words. Recommendation 4 focuses on students reading connected text every day to support reading accuracy, fluency, and comprehension. Both recommendations are embedded in the programs by providing structured curriculum that delivers instruction in fluency and decoding. The district will support and monitor the program by facilitating trainings where teachers have opportunities to learn about and explore the curriculum(s) used.
Lexonik Leap		Lexonik Leap does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports these programs. In IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3 and 4 have strong and moderate ESSA-aligned evidence. Recommendation 3 focuses on teaching students to decode words, analyze word parts, and write and recognize words. Recommendation 4 focuses on students reading connected text every day to support reading accuracy, fluency, and comprehension. Both recommendations are embedded in the

		programs by providing structured curriculum that delivers instruction in fluency and decoding. The district will support and monitor the program by facilitating trainings where teachers have opportunities to learn about and explore the curriculum(s) used.
Indicate the evidence-based programs and/or practices implemented for students with a disability,		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language & Literacy	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Students in grades K–3 who demonstrate a substantial reading deficiency or exhibit characteristics of dyslexia receive targeted, multisensory interventions designed to support their specific needs. These interventions include the use of phonics manipulatives such as whisper phones, magnetic wands and chips, blending boards, and sound tapping mats. Kinesthetic sand is also incorporated into small group instruction to reinforce letter formation and phonological awareness through tactile engagement. Consistent, explicit small group instruction is provided to address individual skill gaps and ensure students receive focused, evidence-based support aligned with their areas of deficiency.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If tier 2 students do not demonstrate adequate progress with the current intervention, additional support may be required. Diagnostic tools such as the LETRS Phonics and Word Reading Survey and the PAST will be administered to identify specific skill deficits and determine the need for Tier 3 intervention. Adding Tier 3 may also be considered due to performance on F.A.S.T. (E.g. performing below the recommended percentile and/or earning a level 1 or 2 at appropriate points in the year). Students retained in grades K-3 are also discussed for Tier 3.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students in grades K–5 who score below the 10th percentile on F.A.S.T./STAR Early Literacy or STAR Reading and/or earn a Level 1 on the prior year’s ELA F.A.S.T. PM3—indicating below grade-level performance—will receive tier 1 instruction, daily tier 2 intervention, and intensive tier 3 support. Additional data points may be considered for placement in tier 3, such as retained students and/or other indicators.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 30 minutes		
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)

Heggerty Phonemic Awareness (Pre-K, Kindergarten, and Primary)		See verbiage on pages 17-21.
Heggerty Bridge the Gap		See verbiage on pages 17-21.
UFLI Foundations		See verbiage on pages 17-21.
Sonday System		See verbiage on pages 17-21.
Wilson Reading System	Promising	
Branspring: Phonics First		
Lexonik Leap		See verbiage on pages 17-21.
The Comprehension Toolkit, Second Edition		See verbiage on pages 17-21.
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)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Students in grades K–3 who demonstrate a substantial reading deficiency or exhibit characteristics of dyslexia receive targeted, multisensory interventions designed to support their specific needs. These interventions include the use of phonics manipulatives such as whisper phones, magnetic wands and chips, blending boards, and sound tapping mats. Kinesthetic sand is also incorporated into small group instruction to reinforce letter formation and phonological awareness through tactile engagement. Consistent, explicit small group instruction is provided to address individual skill gaps and ensure students receive focused, evidence-based support aligned with their areas of deficiency.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Weekly progress monitoring is expected for tier 3 students to determine if students are retaining and mastering skills presented during the intervention. In Walton County, the MTSS team meets regularly to discuss, plan, and reflect on individual students' progress within tier 2 and/or tier 3.		

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

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

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

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

reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Schedule: June 10-12, June 16-19, June 23-26, July 7-10
Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>: The following evidence-based instructional materials—focused on foundational reading skills—will be utilized during Summer Reading Camp: Sonday System 1 and 2, University of Florida Literacy Institute Foundations (UFLI), and 95% Phonics Booster Bundle Program. Additionally, board-approved core curriculum resources will be used to improve students' reading abilities, including Savvas ReadyGEN and Lexia Core5. See above verbiage in elementary decision tree for additional information on evidence for Sonday System 1 and 2 and University of Florida Literacy Institute Foundations (UFLI) (pages 17-21). 95% Phonics Booster Bundle Program is utilized in Summer Reading Camp only. This program does not meet strong, moderate, or promising levels of evidence. However, the following EEC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. These recommendations are built into 95% programs with a focus on phonics and early, foundational reading skills. The district will support and monitor the program by facilitating trainings where teachers have opportunities to learn about and explore the curriculum(s) used.
Alternative Assessment Used: SAT-10, STAR Reading, Additional F.A.S.T. Assessment in July
Additional Information (optional):

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

Will the district implement this option? ☒ Yes ☐ No
If yes, please describe the grade level(s) that will be invited to participate. All K–5 grade levels will be invited to participate. Each school will have the opportunity to review student data and determine which groups of students would benefit most from additional instructional time during the summer.

Grades 6-8

8. Grades 6-8 Assessments

F.A.S.T.				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
F.A.S.T. 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?
Informal Reading Inventory, Eighth Edition	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☒ All Intensive Reading Students, Grades 6-8	☐ 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
LETRS Phonics and Word Reading Survey	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☒ Intensive Reading Students, Grades 6-8 – As Needed	☐ 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
Phonological Awareness Screening Test (PAST)	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☒ Intensive Reading Students, Grades 6-8 – As Needed	☒ 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
LETRS Spelling Screener	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☒ Intensive Reading Students, Grades 6-8 – As Needed	☐ 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
McGraw Hill StudySync Unit Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year

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?
	☐ Intensive Reading Students, Grades 6-8 – As Needed	☒ Vocabulary ☒ Comprehension		☐ 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.

For students in grades 6-8, prior year ELA F.A.S.T. score is considered as the initial point of reference to determine eligibility for tier 2 support. Students who have a prior year score of level 1 or 2 are considered for placement in Intensive Reading (or similar course). Students in the lowest performing percentile rank category of F.A.S.T. level 1 will be considered for tier 3 support. The MTSS team will meet to discuss individual action plans for tier 3 students. For students who move to Walton County and do not have a prior year F.A.S.T. score, other data points should be considered (E.g. progress monitoring, formative assessments, classroom performance, etc.).

Interventions are provided, by a qualified teacher, to address gaps and barriers to students' ability to meet tier 1 expectations. Board-approved instructional materials utilized in Intensive Reading courses should be used to provide systematic, explicit whole group and small group learning opportunities. Small groups should be organized to match the needs of students, and the targeted skill(s) should be aligned to students' deficits.

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

Tier 1 reading instruction should be of high quality and include gradual release (I do, we do, you do) in a whole group, small group, and independent practice/reading setting. This delivery should be explicit, systematic, scaffolded, differentiated, and include corrective feedback.

With that being said, the district's expectation for effective tier 1 instruction is: 80% of students class-wide are making adequate progress and demonstrate proficiency on grade level standards.

To monitor the delivery and effectiveness of instruction, school leaders and/or district support will conduct regular classroom walkthroughs, review student performance data (such as progress monitoring results), and collaborate through PLCs to ensure instructional practices align with district expectations and are meeting the needs of all learners.

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

Tier 2 reading intervention should be within the Intensive Reading course, in addition to students' ELA course, and should focus on specific reading components, using research-/evidence-based materials. Bi-weekly screenings should be administered to monitor student progress, ensure fidelity, and plan for future instruction.

District literacy coaches will support teachers with the implementation of approved interventions and will conduct non-evaluative classroom walkthroughs during tier 2 instruction to ensure the following: fidelity, group size, effective instruction, strong routines/procedures, and positive reinforcement.

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

Tier 3 intensive reading intervention should occur in addition to the core ELA course and tier 2, and should focus on specific deficits, using research-/evidence-based materials. The MTSS team will meet to collaboratively create an action plan and monitor progress for students.

Weekly screenings should be administered to monitor student progress, ensure fidelity, and plan for future instruction.

District literacy coaches will support teachers with the implementation of approved interventions and will conduct non-evaluative classroom walkthroughs during tier 3 instruction to ensure the following: fidelity, group size, effective instruction, strong routines/procedures, and positive reinforcement.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Students in grades 6-8 who score level 3, 4, or 5 on prior year PM3 ELA F.A.S.T.—demonstrating mastery of B.E.S.T. standards—will receive Tier 1 instruction only. This data is triangulated with progress monitoring, formative assessments, and/or teacher observation data to make appropriate instructional decisions for only receiving tier 1 support.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 1. Most students demonstrate adequate growth toward grade-level expectations on progress monitoring assessments (e.g., F.A.S.T. PM1, PM2, PM3), with scores reflecting consistent progress. Individual goals are set with students to work toward earning learning gains. Based on a child's performance, the learning gain pathway may be slightly different (E.g. subcategories, buckets, levels). Students who score below the 10 th percentile may also be considered for additional reading support. 2. At least 80% of students should meet or exceed expectations on standards-based classroom reading assessments. The district's expectation is that students maintain a quarterly average of 70% or higher on these assessments.	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The district has established a continuous improvement process to monitor and enhance the effectiveness of Tier 1 instruction. Key procedures include regular classroom walkthroughs, ongoing data review, professional learning communities (PLCs), literacy coach support, and overall monitoring fidelity of implementation. District leaders, school-based administrators, district literacy coaches, and teachers will work collaboratively to ensure these procedures are implemented, and data chats are happening regularly. Additionally, principals guarantee that all teachers new to a curriculum or ELA-subject area participate in onboarding/training for specific programs/instructional materials to maximize effective implementation. District literacy coaches collaborate with ELA teachers as part of the district's ongoing Curriculum Alignment Project (CAP) to ensure classrooms curriculum and lessons are aligned to grade level B.E.S.T. standards. Literacy Leadership Teams at each school will problem-solve throughout the year to address literacy trends/deficits in data.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill Study Sync	2025-2026

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Additional students may be considered for Tier 2 interventions during the school year if progress monitoring or classroom assessment data indicates a need for further support. If students are not meeting the Tier 1 performance criteria outlined above, additional data may be collected to identify specific areas of need. For example, if a student is not demonstrating adequate growth/learning gain on F.A.S.T., the LETRS Spelling Screener, Informal Reading Inventory, LETRS Phonics and Word Reading Survey, and/or PAST may be administered to gain deeper insight into foundational skill deficits. With these screeners, individual skills are analyzed, words correct per minute (fluency rate) is determined, and additional data to plan instructional decisions is used. Adequate growth on F.A.S.T. varies, based on the learning gain or bucket needed for a year's growth. Goals are set at the beginning and middle of each school year to ensure learning gains are achieved. Collaborative teams and/or MTSS teams meet quarterly to evaluate data and determine students who may need additional screening or diagnostics to view eligibility of Tier 2.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students scoring level 1 or 2 on ELA F.A.S.T. PM3 (prior year)—indicating they are performing below grade level—will receive tier 1 instruction and tier 2 intervention daily. This data is triangulated with progress monitoring, formative assessments, and/or teacher observation data to make appropriate instructional decisions for only receiving tier 1 support.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: Intensive Reading, Unique Skills, and/or similar course		
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)
The Comprehension Toolkit, Second Edition		The Comprehension Toolkit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide supports these programs: Improving Adolescent Literacy: Effective Classroom and Intervention Practices supports the use of this program. Recommendation 2—providing direct and explicit instruction in comprehension strategies—carries strong ESSA-aligned evidence and is embedded within the program's design. The program emphasizes teaching students transferable comprehension strategies that can be applied across a variety of texts. The district will support and monitor the program by facilitating trainings where teachers have opportunities to learn about and explore the curriculum(s) used.
Lexia PowerUp Literacy	Promising	
UFLI Foundations		See verbiage on pages 17-21.

Sonday System		See verbiage on pages 17-21.
Wilson Reading System	Promising	
Brainspring: Phonics First		See verbiage on pages 17-21.
Lexonik Leap		See verbiage on pages 17-21.
CommonLit 360 Pro Plus		CommonLit 360 Pro Plus does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide supports these programs: Improving Adolescent Literacy: Effective Classroom and Intervention Practices supports the use of this program. Recommendation 2—providing direct and explicit instruction in comprehension strategies—carries strong ESSA-aligned evidence and is embedded within the program’s design. The program emphasizes teaching students transferable comprehension strategies that can be applied across a variety of texts. The district will support and monitor the program by facilitating trainings where teachers have opportunities to learn about and explore the curriculum(s) used.
Exact Path - Reading	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability,		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If tier 2 students do not demonstrate adequate progress with the current intervention, additional support may be required. Diagnostic tools such as the LETRS Phonics and Word Reading Survey and the PAST will be administered to identify specific skill deficits and determine the need for Tier 3 intervention. Adding Tier 3 may also be considered due to performance on F.A.S.T. (E.g. performing below the recommended percentile and/or earning a level 1 or 2 at appropriate points in the year). Retained students are also discussed for Tier 3.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students in the lowest performing percentile rank (typically below 10th percentile) category and/or lower bucket/subcategory of F.A.S.T. level 1 will be considered for tier 3 support. The MTSS team will meet to discuss individual action plans for tier 3 students. Additional data points may be considered for placement in tier 3, such as retained students and/or other indicators.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: Intensive Reading, Unique Skills, and/or similar course		

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)
The Comprehension Toolkit, Second Edition		See verbiage on page 27.
Lexia PowerUp Literacy Teacher-led small group	Promising	
UFLI Foundations		See verbiage on pages 17-21.
Sonday System		See verbiage on pages 17-21.
Wilson Reading System	Promising	
Brainspring: Phonics First		See verbiage on pages 17-21.
Lexonik Leap		See verbiage on pages 17-21.
CommonLit 360 Pro Plus		See verbiage on page 27.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?		
Weekly progress monitoring is expected for tier 3 students to determine if students are retaining and mastering skills presented during the intervention. In Walton County, the MTSS team meets regularly to discuss, plan, and reflect on individual students' progress within tier 2 and/or tier 3.		

Grades 9-12

13. Grades 9-12 Assessments

F.A.S.T.				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
F.A.S.T. 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?
Informal Reading Inventory, Eighth Edition	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ All Intensive Reading Students, Grades 9-12	☐ 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
LETRS Phonics and Word Reading Survey	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ All Intensive Reading Students, Grades 9-12	☐ 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
Phonological Awareness Screening Test (PAST)	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ All Intensive Reading Students, Grades 9-12	☒ 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
LETRS Spelling Screener	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ All Intensive Reading Students, Grades 9-12	☐ 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
Savvas MyPerspectives Unit Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All 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

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?
	☐ All Intensive Reading Students, Grades 9-12			☐ Other

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

For students in grades 9-12, prior year ELA F.A.S.T. score or STAR achievement is considered as the initial point of reference to determine eligibility for tier 2 support. Students who have a prior year score of level 1 or 2, or below expectation on given assessment, are considered for placement in Intensive Reading (or similar course). Students in the lowest performing percentile rank category of F.A.S.T. level 1 will be considered for tier 3 support. For students who move to Walton County and do not have a prior year F.A.S.T. score, other data points should be considered (E.g. progress monitoring, formative assessments, classroom performance, etc.). The MTSS team will meet to discuss individual action plans for tier 3 students.

Interventions are provided, by a qualified teacher, to address gaps and barriers to students' ability to meet tier 1 expectations. Board-approved instructional materials utilized in Intensive Reading courses should be used to provide systematic, explicit whole group and small group learning opportunities. Small groups should be organized to match the needs of students, and the targeted skill(s) should be aligned to students' deficits.

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

Tier 1 reading instruction should be of high quality and include gradual release (I do, we do, you do) in a whole group, small group, and independent practice/reading setting. This delivery should be explicit, systematic, scaffolded, differentiated, and include corrective feedback.

With that being said, the district's expectation for effective tier 1 instruction is: 80% of students class-wide are making adequate progress and demonstrate proficiency on grade level standards.

To monitor the delivery and effectiveness of instruction, school leaders and/or district support will conduct regular classroom walkthroughs, review student performance data (such as progress monitoring results), and collaborate through PLCs to ensure instructional practices align with district expectations and are meeting the needs of all learners.

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

Tier 2 reading intervention should occur within the Intensive Reading course, in addition to students' ELA course, and should focus on specific reading components, using research-/evidence-based materials. Bi-weekly screenings should be administered to monitor student progress, ensure fidelity, and plan for future instruction.

District literacy coaches will support teachers with the implementation of approved interventions and will conduct non-evaluative classroom walkthroughs during tier 2 instruction to ensure the following: fidelity, group size, effective instruction, strong routines/procedures, and positive reinforcement.

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

Tier 3 intensive reading intervention should occur in addition to the core ELA course and tier 2, and should focus on specific deficits, using research-/evidence-based materials. The MTSS team will meet to collaboratively create an action plan and monitor progress for students.

Weekly screenings should be administered to monitor student progress, ensure fidelity, and plan for future instruction.

District literacy coaches will support teachers with the implementation of approved interventions and will conduct non-evaluative classroom walkthroughs during tier 3 instruction to ensure the following: fidelity, group size, effective instruction, strong routines/procedures, and positive reinforcement.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Students in grades 9-10 who score level 3, 4, or 5 on prior year PM3 ELA F.A.S.T.—demonstrating mastery of B.E.S.T. standards—will receive Tier 1 instruction only. Students in grades 11-12 who score level 3 or higher on STAR will receive Tier 1 instruction only. This data is triangulated with progress monitoring, formative assessments, and/or teacher observation data to make appropriate instructional decisions for only receiving tier 1 support.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 1. Most students demonstrate adequate growth toward grade-level expectations on progress monitoring assessments (e.g., F.A.S.T. PM1, PM2, PM3), with scores reflecting consistent progress. Individual goals are set with students to work toward earning learning gains. Based on a child's performance, the learning gain pathway may be slightly different (E.g. subcategories, buckets, levels). Students who score below the 10th percentile may also be considered for additional reading support. 2. At least 80% of students should meet or exceed expectations on standards-based classroom reading assessments. The district's expectation is that students maintain a quarterly average of 70% or higher on these assessments.	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? The district has established a continuous improvement process to monitor and enhance the effectiveness of Tier 1 instruction. Key procedures include regular classroom walkthroughs, ongoing data review, professional learning communities (PLCs), literacy coach support, and overall monitoring fidelity of implementation. District leaders, school-based administrators, district literacy coaches, and teachers will work collaboratively to ensure these procedures are implemented, and data chats are happening regularly. Additionally, principals guarantee that all teachers new to a curriculum or ELA-subject area participate in onboarding/training for specific programs/instructional materials to maximize effective implementation. District literacy coaches collaborate with ELA teachers as part of the district's ongoing Curriculum Alignment Project (CAP) to ensure classrooms curriculum and lessons are aligned to grade level B.E.S.T. standards. Literacy Leadership Teams at each school will problem-solve throughout the year to address literacy trends/deficits in data.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas MyPerspectives	2025-2026

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Additional students may be considered for Tier 2 interventions during the school year if progress monitoring or classroom assessment data indicates a need for further support. If students are not meeting the Tier 1 performance criteria outlined above, additional data may be collected to identify specific areas of need. For example, if a student is not demonstrating adequate growth/learning gain on F.A.S.T., the LETRS Spelling Screener, Informal Reading Inventory, LETRS Phonics and Word Reading Survey, and/or PAST may be administered to gain deeper insight into foundational skill deficits. With these screeners, individual skills are analyzed, words correct per minute (fluency rate) is determined, and additional data to plan instructional decisions is used. Adequate growth on F.A.S.T. varies, based on the learning gain or bucket needed for a year's growth. Goals are set at the beginning and middle of each school year to ensure learning gains are achieved. Collaborative teams and/or MTSS teams meet quarterly to evaluate data and determine students who may need additional screening or diagnostics to view eligibility of Tier 2.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students scoring level 1 (and possibly level 2) on ELA F.A.S.T. PM3 (prior year)—indicating they are performing below grade level—will receive tier 1 instruction and tier 2 intervention daily. This data is triangulated with progress monitoring, formative assessments, and/or teacher observation data to make appropriate instructional decisions for only receiving tier 1 support.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 30 Course(s) where interventions take place: Intensive Reading, Unique Skills, and/or similar course		
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)
The Comprehension Toolkit, Second Edition		See verbiage on page 27.
Lexia PowerUp Literacy	Promising	
UFLI Foundations		See verbiage on pages 17-21.
Sonday System		See verbiage on pages 17-21.
Wilson Reading System	Promising	
Brainspring: Phonics First		See verbiage on pages 17-21.
Lexonik Leap		See verbiage on pages 17-21.
CommonLit360 Pro Plus		See verbiage on page 28.
Exact Path - Reading	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. 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)

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If tier 2 students do not demonstrate adequate progress with the current intervention, additional support may be required. Diagnostic tools such as the LETRS Phonics and Word Reading Survey and the PAST will be administered to identify specific skill deficits and determine the need for Tier 3 intervention. Adding Tier 3 may also be considered due to performance on F.A.S.T. (E.g. performing below the recommended percentile and/or earning a level 1 or 2 at appropriate points in the year). Retained students are also discussed for Tier 3.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students in the lowest performing percentile rank category of F.A.S.T. level 1 (prior year) will be considered for tier 3 support. The MTSS team will meet to discuss individual action plans for tier 3 students. Additional data points may be considered for placement in tier 3, such as retained students and/or other classroom performance indicators.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 30 minutes		
Course(s) where interventions take place: Intensive Reading, Unique Skills, and/or similar course		
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		Verbiage (as needed)
The Comprehension Toolkit, Second Edition		See verbiage on page 27.
Lexia PowerUp Literacy Teacher-led small groups	Promising	
UFLI Foundations		See verbiage on pages 17-21.
Sonday System		See verbiage on pages 17-21.
Wilson Reading System	Promising	
Brainspring: Phonics First		See verbiage on pages 17-21.
Lexonik Leap		See verbiage on pages 17-21.
CommonLit360 Pro Plus		See verbiage on page 28.
Indicate the evidence-based programs and/or practices implemented for students with a disability,		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?		

Weekly progress monitoring is expected for tier 3 students to determine if students are retaining and mastering skills presented during the intervention. In Walton County, the MTSS team meets regularly to discuss, plan, and reflect on individual students' progress within tier 2 and/or tier 3.

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

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

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

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

Name of Professional Learning	Target Audience	Description
LETRS Training (Language Essentials for Teachers of Reading & Spelling)	Teachers Seeking Reading Endorsement	Educators participating in this professional learning will complete self-paced online work for 8 units of study, participate in at least 4 in-person sessions, and complete a portfolio of student work/evidence of application.
School-based ELA Onboarding (Core Curriculum and Approved Interventions)	New Teachers – to Profession and District	Literacy coaches will facilitate onboarding sessions at individual schools for teachers new to the profession and new to the district. This training will provide teachers opportunities to learn about and explore the curriculum used in Walton County and see examples of how it is implemented in classrooms.
Curriculum Alignment Planning (CAP)	Elementary ELA Representatives, Secondary ELA Teachers, and Intensive Reading Teachers	K-12 ELA teachers (elementary representatives and all secondary teachers) will be invited to participate in a district-wide curriculum alignment planning. Walton County is adopting new ELA curriculum for the 2025-2026 school year, so much of this time will be dedicated to implementing the adopted curriculum for each grade band.
Individualized School-Based Trainings	ELA Teachers	District literacy coaches and/or Literacy Coordinator will provide school-based trainings, based on the needs of individual campuses. These sessions may focus on

		curriculum/instructional resources, data analysis (e.g. F.A.S.T. reports in TIDE), student engagement strategies, multi-sensory learning, Science of Reading, and/or other evidence-/research-based teaching and learning.
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. Walton County supports VPK and PreK teachers in gaining credentials and endorsements in evidence-based reading instruction through multiple professional learning opportunities. Teachers may participate in Curriculum Alignment Planning with elementary educators and are encouraged to join LETRS for in-depth training on the Science of Reading. Micro-credential courses from the University of Florida are also shared with educators. Additionally, district literacy coaches provide site-based training and support focused on VPK curriculum and instructional best practices.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Professional learning is differentiated within the district and the schools. LETRS Training and Curriculum Alignment Planning (CAP) are district-wide trainings that provide consistent information to PreK-12 th Grade participants. School-based ELA Onboarding and Individualized School-Based Trainings are facilitated differently, according to the school, teachers, and/or other participants – and based on varying needs.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school). In Walton County School District, mentor teachers are selected based on their demonstrated competence, leadership, and commitment to supporting others. They must be professionally certified, have at least three years of WCSD experience, complete clinical supervision training, and participate in ongoing mentor development per s. 1012.98(3)(e). Selection is made by the principal in consultation with the Coordinator of Instructional Support. WCSD uses a tiered mentoring approach based on the Equity Rubric: Category 1: All beginning teachers are assigned a mentor. Category 2: Experienced teachers new to the district are supported as possible, prioritizing high-need schools. Category 3: Experienced teachers new to the school but not the district are also supported, using the same needs-based approach. Model classrooms are established with highly effective teachers and serve as peer learning spaces for observing best practices in instruction, classroom management, and student engagement.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. The district expects schools to create schedules for Professional Learning Communities (PLCs) on their campuses. PLCs are meetings within grade level groups or subject area teachers: they provide opportunities for teachers to collaboratively review data, plan instruction, adjust and monitor assessments, and learn from each other.		

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
ReadSquad	Students in grades 1-3 who are reading half a year or more behind current grade level	The ReadSquad program is a voluntary mentor program. Struggling readers are assigned a teen mentor from a high school student who meets with them weekly, and they work together to improve reading. The program also engages the mentees' parents, who sign a contract agreeing to read with their child at least twice a week.

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

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

Families are provided access to their child's F.A.S.T. scores to help monitor progress throughout the year. The Walton County School District sends written notification to parents or guardians if a student is not making adequate progress in reading based on assessment data. For these students, targeted interventions are implemented, with instruction designed to be explicit, systematic, and tailored to individual needs. A team of educators meets regularly to monitor student growth and make instructional adjustments as needed to support student success.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Walton County School District values and encourages parental involvement as a critical factor in student success. To support families in engaging with literacy at home, the district offers a variety of resources and partnerships. Recognizing that language barriers can limit communication between some parents and teachers, translation services are provided whenever possible.

All families receive a guide to the Florida B.E.S.T. Standards and connection book lists to support literacy at home. Schools host parent events focused on understanding academic language and learning strategies to help children develop strong literacy skills. Parents, especially those with children in VPK and grades K-3, are encouraged to read aloud regularly to build vocabulary and background knowledge.

Families are also provided with a range of literacy resources, including materials from the New Worlds Reading Initiative, Just Take 20, United Way Reading Pals/Paws, the Barbara Bush Foundation for Family Literacy, STAR Accelerated Reader, and online access to Destiny. Additionally, guidance is offered to help families access digital instructional tools and programs through ClassLink.

Parental engagement is embedded as a core component of the district's MTSS process, ensuring that families are supported and empowered to take an active role in their child's literacy development.

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

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

Initials	Assurance
	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.
	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:

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

9) Highly Effective Teachers

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

High-quality, effective teaching is at the heart of improved student learning, particularly in the foundational years of K–2. In the Walton County School District, we recognize the critical importance of early literacy and prioritize the assignment of highly effective teachers, as identified in s. 1012.34(2)(e). Currently, 97.58% of

our teachers have earned an Effective or Highly Effective rating, and we strategically place these educators to ensure students receive strong, research-based instruction from the very start of their academic journey.

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

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

Initials	Assurance
ARH	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.
ARH	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
ARH	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under <u>s. 1012.34, F.S.</u> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
ARH	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
ARH	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
ARH	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.
ARH	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
ARH	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
ARH	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:

A. Russell Hughes

Date:

7-8-2025