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	Carrie Dopson	carrie.dopson@bakerk12.org	(904)259-0408
Data Element	Marybeth Windham	marybeth.windham@bakerk12.org	(904)259-0421
Third Grade Promotion	Carrie Dopson	carrie.dopson@bakerk12.org	(904)259-0408
Multi-Tiered System of Supports	Traci Wheeler	traci.wheeler@bakerk12.org	(904)259-3367
Other (Facilitator of CERP Creation)	Thomas Hill	thomas.hill@bakerk12.org	(904)259-0427

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	$97,753.89	**1**
Intervention teachers	$288,883.84	**4**
Scientifically researched and evidence-based supplemental instructional materials	**0**	
Third grade summer reading camps	$18,000	**3 (summer)**
Summer reading camps	**0**	
Secondary Expenses		
Literacy coaches	$72,031.42	**1**
Intervention teachers	**0**	
Scientifically researched and evidence-based supplemental instructional materials	**0**	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**0**	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	**0**	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	**0**	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	**0**	
Tutoring programs to accelerate literacy learning	**0**	
Family engagement activities	**0**	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	**$476,669.15**	**6 annual / 3 summer**

3) Literacy Leadership – District and School

A. **Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)**
Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	3 (4 students)	0	79	84

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

The District is committed to improving literacy outcomes for VPK students through a strategic approach informed by student performance data. An analysis of this data has identified key areas for growth in foundational literacy skills such as phonological awareness and vocabulary development. To address these needs, the district will enhance instructional quality through the use of CLASS (Classroom Assessment Scoring System) observations. These observations will help identify strengths and areas for improvement in teacher-child interactions, particularly in the domains of instructional support and emotional climate, which are critical for language development. In addition, the district will continue to partner with the Northeast Florida Educational Consortium (NEFEC) to provide targeted instructional support. NEFEC will offer professional development, coaching, and literacy resources to VPK teachers, supporting the implementation of evidence-based practices aligned with the Florida Early Learning and Developmental Standards. To further promote collaboration and instructional consistency, the district has restructured VPK classroom assignments and physical locations. By grouping classrooms in close proximity, teachers are better able to collaborate, share effective strategies, and co-plan instruction. These coordinated efforts are designed to strengthen early literacy instruction and ensure that all VPK students are prepared for future academic success.

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

FAST				
Grade	Previous School Year – % of Students Scoring Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
K	20	15	55	60
1	23	18	57	62
2	23	18	53	58
3	13	10	63	68
4	20	15	55	60
5	18	13	53	58
6	20	15	53	58
7	24	17	48	55
8	20	15	48	55
9	24	17	49	56
10	18	13	56	61

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	School- and district-level data from district developed	School-, grade-, and classroom-level data from district

	common assessments, IXL Diagnostic assessments, Star Early-Literacy, Star Reading, and FAST ELA progress monitoring assessments will be reviewed three times a year (PM1, PM2, and PM3)	developed common assessments, IXL Diagnostic assessments, Star Early-Literacy, Star Reading, and FAST ELA progress monitoring assessments will be reviewed three times a year (PM1, PM2, and PM3)
Actions for continuous support and improvement	District-level leadership, including the Superintendent, will individually meet (ADA meetings – Attendance, Discipline, and Academics) with the administrators of each school on a monthly basis to address disaggregated school-level data. Action plans will be developed to address the identified areas of need from the four guiding questions provided to all PLCs in the district. District and school leadership will work collaboratively to provide resources to grade-level teams and individual teachers who are identified for additional support. This support may include professional learning associated with the Florida Practice Profiles, additional training on curricular resources, collaborative learning walks, and seeking support from additional resources (Just Read, Florida!, Regional Literacy Director, and Northeast Florida Educational Consortium (NEFEC) instructional experts.	Grade-level teams meet weekly to collaboratively plan lessons using the B.E.S.T. benchmarks and vetted instructional resources. Each team submits curriculum maps and lesson plans to the school administration for review and support. Teachers participate in bi-weekly (once every two weeks) professional learning communities focused on applying science of reading strategies, modifying instructional lessons based on collected and analyzed data, and supporting team members in their implementation of Florida's Practice Profiles. Grade and subject area PLCs will be charged with answering four guiding questions: • What do we want our student to know and be able to do? • How will we know that our students are learning? • What will we do if they haven't learned it? • What will we do when they have learned it?
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	School- and district-level data from district developed common assessments, Savvas, McGraw Hill, and Progress Learning Benchmark Assessments, and FAST ELA progress monitoring	School-, grade-, and classroom-level data from district developed common assessments, Savvas, McGraw Hill, and Progress Learning Benchmark Assessments, and FAST ELA progress monitoring

	assessments will be reviewed three times a year (PM1, PM2, and PM3)	assessments will be reviewed three times a year (PM1, PM2, and PM3)
Actions for continuous support and improvement	District-level leadership, including the Superintendent, will individually meet (ADA meetings – Attendance, Discipline, and Academics) with the administrators of each school on a monthly basis to address disaggregated school-level data. Action plans will be developed to address the identified areas of need from the four guiding questions provided to all PLCs in the district. District and school leadership will work collaboratively to provide resources to grade-level teams and individual teachers who are identified for additional support. This support may include professional learning associated with the Florida Practice Profiles, additional training on curricular resources, collaborative learning walks, and seeking support from additional resources (Just Read, Florida!, Regional Literacy Director, and Northeast Florida Educational Consortium (NEFEC) instructional experts.	Grade-level teams meet weekly to collaboratively plan lessons using the B.E.S.T. benchmarks and vetted instructional resources. Each team submits curriculum maps and lesson plans to the school administration for review and support. Teachers participate in biweekly (once every two weeks) professional learning communities focused on applying science of reading strategies, modifying instructional lessons based on collected and analyzed data, and supporting team members in their implementation of Florida's Practice Profiles. Grade and subject area PLCs will be charged with answering four guiding questions: • What do we want our student to know and be able to do? • How will we know that our students are learning? • What will we do if they haven't learned it? • What will we do when they have learned it?
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	School- and district-level data from district developed common assessments, Savvas, and Progress Learning Benchmark Assessments, and FAST ELA progress monitoring assessments will be reviewed three times a year (PM1, PM2, and PM3)	School-, grade-, and classroom-level data from district developed common assessments, Savvas, and Progress Learning Benchmark Assessments, and FAST ELA progress monitoring assessments will be reviewed three times a year (PM1, PM2, and PM3)

Actions for continuous support and improvement	District-level leadership, including the Superintendent, will individually meet (ADA meetings – Attendance, Discipline, and Academics) with the administrators of each school on a monthly basis to address disaggregated school-level data. Action plans will be developed to address the identified areas of need from the four guiding questions provided to all PLCs in the district. District and school leadership will work collaboratively to provide resources to grade-level teams and individual teachers who are identified for additional support. This support may include professional learning associated with the Florida Practice Profiles, additional training on curricular resources, collaborative learning walks, and seeking support from additional resources (Just Read, Florida!, Regional Literacy Director, and Northeast Florida Educational Consortium (NEFEC) instructional experts.	Grade-level teams meet weekly to collaboratively plan lessons using the B.E.S.T. benchmarks and vetted instructional resources. Each team submits curriculum maps and lesson plans to the school administration for review and support. Teachers participate in biweekly (once every two weeks) professional learning communities focused on applying science of reading strategies, modifying instructional lessons based on collected and analyzed data, and supporting team members in their implementation of Florida's Practice Profiles. Grade and subject area PLCs will be charged with answering four guiding questions: • What do we want our student to know and be able to do? • How will we know that our students are learning? • What will we do if they haven't learned it? • What will we do when they have learned it?

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.**

Through monthly instructional coach meetings, each school will provide various data and input to analyze the current reading plan and make adjustments to the plan and its implementation. Instructional coaches will gather input from their school's literacy leadership team to bring to the instructional coaches meeting. Professional learning was identified as an area of need for staff. This need has been shared with the North East Florida Educational Consortium (NEFEC) to help teachers understand and implement effective instruction related to the "Science of Reading". Another area of growth is related to Literacy Coach endorsement. Four of the six literacy coaches in the district have participated in the year-long endorsement program provided by the Florida Department of Education. The District is transitioning from providing whole group professional learning sessions to individual grade and subject area benchmark alignment. This is being implemented through a new professional learning series beginning in the summer of 2025 and will be continued throughout the upcoming year. This builds on the literacy work that was done in the summer

of 2024. (See professional learning section for more details.) More opportunities are being looked at for professional learning for teachers and additional funds are being allocated through Title II to pay for professional learning opportunities as they become available.

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

Lesson Plan Monitoring – School administrators review and provide feedback on the content of instructional lesson plans.

Curriculum Mapping – This effort is completed as a team with school administrators being actively involved in the instructional planning process. Administrators check for appropriate implementation of the curriculum maps during walk-throughs. Professional learning communities (PLCs) hold instructional staff accountable for keeping pace with the map through data chats and curriculum map revision sessions on a weekly or bi-weekly basis depending upon job assignments.

Intentional Walkthroughs – School administrators share and discuss walkthrough data addressing the implementation of the reading plan at district administrator meetings with the Executive Director of Teaching and Learning and the Superintendent. School administrators will conduct at least one walkthrough a month that incorporates a formal feedback cycle utilizing the online walkthrough tool, Loopspire.

Data Chats (Using Progress Monitoring Assessments) – Data chat sessions are led by PLC or team leaders, instructional coaches, and/or school administrators. Teachers and teams, including grade levels, subject areas, and the Literacy Leadership Teams (LLTs) plan and provide interventions at the appropriate tier(s) of instruction based on the findings from the data chat sessions.

Teacher Evaluations – School administrators evaluate teachers once or twice a year depending on their contract. Teachers are provided detailed feedback which, when appropriate, details the instructor's implementation of the reading plan.

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

Data chat sessions are held with each teacher to discuss and analyze assessment data after each progress monitoring assessment. During these data chat sessions, student needs are identified, and plans are revised to provide additional instructional support. The instructional coach and/or the MTSS team collaborate with the teachers to plan for tiered instruction and interventions. As a result of these organizational practices, students may be identified for placement in additional reading interventions.

C. **Literacy Coaches (Rule 6A-6.053(4), F.A.C.)**
The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

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

   ☒Yes   ☐No

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

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

Direct communication to principals that includes the district superintendent, associate superintendent, and the instructional coaches is conducted annually. Additionally, the guidelines and expectations of the district CERP are discussed annually at the August principals and directors meeting.

In addition, instructional coaches meet regularly with principals to discuss goals and upcoming instructional activities, professional learning, progress monitoring assessments, and other educational activities.

The Reading Coach has a specific and detailed job description that is posted on the district website.

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

The executive director of teaching and learning hosts a monthly meeting with instructional coaches to listen in on the Just Read Florida! conference calls, discuss school initiatives and brainstorm school improvement efforts.

In addition, instructional coaches meet with one another to collaborate and plan professional learning events for their schools. The district sincerely efforts to limit the amount of time coaches are used for extra duties.

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?**

Instructional coaches are given time during the day to fulfill their instructional coaching duties. Coaches are given access to data systems that afford them the opportunity to retrieve student performance data necessary to fulfill their duties as instructional coaches.

During the 2025-2026 school year, the instructional coaches will develop, deliver, and support a professional learning program that focuses on the BC-5 (See the professional learning section.) and the components of Florida's Formula for Reading Success (explicit and systematic, scaffolded, differentiated, content-rich, and writing in response to reading).

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

Monthly meetings with the instructional coaches grant district instructional staff the opportunity to discuss professional needs and job responsibilities that the coaches have related to successfully completing their job duties. Additionally, periodic district-wide administrator meetings provide time for the school administrators to discuss the support and monitoring of their coaches.

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

The effectiveness of individual literacy coaches is determined through the District's Instructional Personnel Evaluation System. (See page 13 of the system for specific data used to determine coach 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 still(s) and receive corrective feedback; occurs in addition to core instruction.
  - **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

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

The first goal of the district's strategic plan is: "To implement high expectations for academic achievement that ensures the safety and welfare of all students aligned with Florida's strategic plan for student achievement." As part of the fulfillment of this goal, the district has provided intensive professional learning over the last two school years on John Hattie's High Leverage Practices and explicit instruction. Beginning in January 2025, the District introduced District instructional staff to the "BC-5." The focus for professional learning in the coming years will be on: explicit instruction, systematic instruction, differentiation, scaffolding, and corrective feedback. The District has identified establishing deep teacher and leader understanding of the B.E.S.T. ELA Standards and explicit instruction as the primary foci for the 2025-26 school year. The foci for 2026-27 is planned to be scaffolding of instruction and improvement of benchmark common assessments, learning

targets and checks for understanding. Potential goals for professional learning in 2027-28 include differentiated instruction and corrective feedback.

To ensure that all students are supported in achieving high academic standards, the District will place a strong emphasis on equipping educators with the tools and strategies necessary to meet the needs of students with disabilities and English Language Learners. This includes targeted professional learning on differentiation and scaffolding to address varied learning needs, as well as the implementation of evidence-based interventions aligned with individualized education plans (IEPs) and English language development standards.

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

The school district provides core reading instruction that includes the six components of reading. Students are assessed throughout the year using the Star Early Literacy assessment and additional skill checklists. Student needs are identified and addressed through tiered levels of instruction and intervention using the MTSS process. Differentiated instruction is utilized to meet the needs of all PreK learners. In addition, the district will provide a summer bridge program during the summer of 2025 for students identified as needing this additional support.

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

The Baker County Pre-K/Kindergarten Center uses the resource Teaching Strategies GOLD, a comprehensive assessment system that helps educators observe and document children's progress across various developmental areas, such as social-emotional, physical, language, and cognitive skills. This tool enables teachers to tailor their instruction to meet the individual needs of each child. Alongside GOLD, our program incorporates a blend of play-based learning activities, thematic units, and hands-on experiences that align with state standards and early learning guidelines. These may include manipulatives, interactive storybooks, art supplies, and technology-enhanced activities designed to promote critical thinking, creativity, and collaboration. Additionally, our program emphasizes inclusive practices, ensuring that all children, including those in Exceptional Student Education (ESE), are supported through differentiated instruction, visual aids, and adaptive technologies to accommodate diverse learning styles and abilities.

Our teachers have also been trained to incorporate FCRR (Florida Center for Reading Research) games as well as online games such as Reading Eggs, Math and Reading Academy.

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.**

The students in the Voluntary Prekindergarten (VPK) programs who are identified as having a substantial deficiency in early literacy skills receive targeted interventions designed to support their development and bridge learning gaps. These interventions typically include individualized or small group instruction focusing on key literacy components such as phonemic awareness, vocabulary development, and letter recognition. Teachers use instructional practices like interactive read-alouds, phonics games, and multisensory activities to engage young learners and reinforce foundational skills. Progress monitoring is a crucial component,

allowing teachers to assess each student's development regularly and adjust instruction as needed. By tailoring instruction to meet the unique needs of each child, these interventions aim to equip students with the necessary skills to succeed in their educational journey.

Additionally, collaboration with parents is encouraged to extend learning at home and create a supportive environment that fosters literacy growth. Administrative and instructional staff at the district's one pre-k/kindergarten facility communicate with other local VPK providers to share information to parents about the Summer Bridge program and the New World's Reading Initiative program. Parents are also invited to attend parent nights where administrators and instructors provide strategies parents can implement at home to improve student literacy.

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

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

The Decision Trees must contain the following information:

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

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

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

1. **Grades VPK-5 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Star Reading	☐ 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
Star CBM (Curriculum Based Measure) Then, select all that apply.)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 5 ☐ All Students ☒ Select Students			☐ Other
Diagnostic Assessment of Reading- Second Edition	☐ 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
Kindergarten Readiness Checklist	☐ 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
  - o 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.;

- o 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
- o 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.

The district follows a structured, data-driven process within the MTSS framework to identify students who require additional academic support through Tier 2 or Tier 3 interventions. The process includes the following steps:

Universal Screening and Progress Monitoring - At the beginning of the school year and at regular intervals throughout the year, all students are assessed using a variety of universal screeners and diagnostic tools. Common assessments include: Kindergarten Readiness Checklist, Star Early Literacy, Star Reading, Star CBM (Curriculum-Based Measurement), FAST ELA Progress Monitoring (PM1, PM2, PM3), and Diagnostic Assessment of Reading (DAR) for students needing further evaluation.

Data Review and Analysis by the MTSS Team - Grade-level MTSS teams meet regularly (e.g., monthly and after each assessment window) to review student performance data. During these meetings, the team analyzes assessment data to identify students performing below grade-level expectations, reviews trends in progress monitoring data to determine growth or lack thereof, and considers multiple data points (academic, behavioral, attendance, etc.) to ensure comprehensive decision-making.

Initial Intervention and Tier Placement - Students who fall below benchmark levels or show inadequate growth despite core instruction are considered for Tier 2 interventions. These students receive targeted small-group instruction and additional supports on top of the core instruction. If a student fails to respond adequately in approximately six weeks to Tier 2 supports, the MTSS team then meets to consider Tier 3 placement, which involves more intensive, individualized interventions.

Development of Intervention Plans - For students placed in Tier 2 or Tier 3, the MTSS team develops a detailed intervention plan, which includes: specific skill deficits to be addressed, intervention strategies and materials, frequency, duration, and group size for interventions, designated personnel responsible for implementation, and data collection methods for monitoring progress.

Ongoing Progress Monitoring - Students receiving Tier 2 and Tier 3 interventions are monitored weekly or biweekly using tools such as Star CBM, FAST ELA PM, or teacher-created assessments. The data is used to measure response to intervention (RTI), adjust instructional strategies or intensity as needed, and determine whether students should remain in the current tier, move to a higher level of support, or return to Tier 1.

If a student fails to make adequate progress despite sustained Tier 3 interventions, the MTSS team may recommend a referral for a comprehensive evaluation to determine eligibility for special education services. For more information about the MTSS process, please see the Baker County School District MTSS Guide located on the district website.

The following criteria are used to identify students for referral to the school's MTSS team for consideration for Tier2/Tier 3 interventions:

(Kindergarten): Kindergarten Readiness Checklist and Star Early Literacy to provide a starting point for instruction. If students lack kindergarten readiness skills, Tier 2 interventions are provided.

(Kindergarten): If a student continues to score below grade level expectations and score below the 10th percentile on Star Early Literacy, then Tier 3 interventions are provided.

(1st - 2nd grades): If a student scores at a Level 1 on the previous year's FAST ELA PM3 or if they have been retained the previous year, they are considered for Tier 2 intervention. Their scores from the previous year's PM3, their current Star/FAST score, and classroom performance are included when considering which intervention to place a student in.

(3rd grade): Students who score a Level 1 and Level 2 on the FAST ELA PM3 from the previous school year are identified and considered for support. Additional criteria include current academic grades and most recent FAST ELA PM from the current school year.

(3rd grade): Students who score a Level 1 on the FAST ELA PM3 from the previous school year and teacher observation data supports additional intensive support is needed are identified for Tier 3 support. Additional criteria include current academic grades and most recent FAST ELA PM from the current school year.

All students receiving Tier 2/Tier 3 interventions have an individualized progress monitoring plan using our district wide MTSS plan of action.

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

The district follows a structured, data-driven process within the MTSS framework to identify students who require additional academic support through Tier 2 or Tier 3 interventions. The process includes the following steps:

Universal Screening and Progress Monitoring - At the beginning of the school year and at regular intervals throughout the year, all students are assessed using a variety of universal screeners and diagnostic tools. Common assessments include: Star Reading, Star CBM (Curriculum-Based Measurement), FAST ELA Progress Monitoring (PM1, PM2, PM3), and Diagnostic Assessment of Reading (DAR) for students needing further evaluation.

Data Review and Analysis by the MTSS Team - Grade-level MTSS teams meet regularly (e.g., monthly and after each assessment window) to review student performance data. During these meetings, the team analyzes assessment data to identify students performing below grade-level expectations, reviews trends in progress monitoring data to determine growth or lack thereof, and considers multiple data points (academic, behavioral, attendance, etc.) to ensure comprehensive decision-making.

Initial Intervention and Tier Placement - Students who fall below benchmark levels or show inadequate growth despite core instruction are considered for Tier 2 interventions. These students receive targeted small-group instruction and additional supports on top of the core instruction. If a student fails to respond adequately in approximately six weeks to Tier 2 supports, the MTSS team then meets to consider Tier 3 placement, which involves more intensive, individualized interventions.

Development of Intervention Plans - For students placed in Tier 2 or Tier 3, the MTSS team develops a detailed intervention plan, which includes: specific skill deficits to be addressed, intervention strategies and materials, frequency, duration, and group size for interventions, designated personnel responsible for implementation, and data collection methods for monitoring progress.

Ongoing Progress Monitoring - Students receiving Tier 2 and Tier 3 interventions are monitored weekly or biweekly using tools such as Star CBM, FAST ELA PM, or teacher-created assessments. The data is used to measure response to intervention (RTI), adjust instructional strategies or intensity as needed, and determine whether students should remain in the current tier, move to a higher level of support, or return to Tier 1.

If a student fails to make adequate progress despite sustained Tier 3 interventions, the MTSS team may recommend a referral for a comprehensive evaluation to determine eligibility for special education services. For more information about the MTSS process, please see the Baker County School District MTSS Guide located on the district website.

The following criteria are used to identify students for referral to the school's MTSS team for consideration for Tier2/Tier 3 interventions:

Tier 2
(4th -5th): Students who score a Level 1 and Level 2 on the FAST ELA PM3 from the previous school year are identified and considered for support. Additional criteria include current academic grades and most recent FAST ELA PM from the current school year.

Tier 3
(4th and 5th): Students who score a Level 1 on the FAST ELA PM3 from the previous school year and teacher observation data supports additional intensive support is needed are identified for Tier 3 support. Additional criteria include current academic grades and most recent FAST ELA PM from the current school year.

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.**

School-based MTSS teams utilize school and district resources, both diagnostic assessment services (Star Early Literacy and Star Reading assessments) and curricular interventions, to provide supports for students with characteristics of dyslexia.

The district follows a proactive and data-informed process to identify students who may demonstrate characteristics of dyslexia. This process aligns with Florida's dyslexia screening and intervention guidelines and includes the following steps:

Universal Screening - All students participate in universal screening at multiple points throughout the school year to identify those at risk for reading difficulties. Screeners assess foundational reading skills associated with dyslexia, including: phonological and phonemic awareness, letter-sound correspondence, rapid automatized naming, decoding, and word recognition and fluency. Assessments used to identify students demonstrating characteristics of dyslexia may include: common assessments created by the teacher related to the specific area of concern, Star Early Literacy, Star Reading, Star CBM (Phonemic Awareness, Phonics, Oral Reading Fluency), FAST Progress Monitoring (PM1, PM2, PM3), and the district's Kindergarten Checklist.

Data Analysis by the MTSS Team - Following each screening window, the school-based leadership (SBLT) MTSS team reviews individual student data to identify those who score below grade-level benchmarks, demonstrate patterns of difficulty in key reading domains (e.g., phonological processing, decoding, and fluency), and show minimal growth over time despite appropriate core instruction.

Additional Diagnostic Assessment (as needed) - For students flagged through screening and MTSS data analysis, the team may administer additional diagnostic tools to gather deeper insight into specific skill deficits commonly associated with dyslexia.

Tiered Intervention and Progress Monitoring - Students exhibiting characteristics of dyslexia are provided with targeted intervention, beginning with Tier 2 supports: evidence-based, structured literacy programs focused on phonics, decoding, and fluency, small-group or individualized instruction delivered with fidelity, and weekly or biweekly progress monitoring (e.g., CBM, fluency checks) to track growth and response to intervention.

If students show limited progress in Tier 2, more intensive Tier 3 supports are initiated.

If a student fails to make adequate progress despite sustained Tier 3 interventions, the MTSS team may recommend a referral for a comprehensive evaluation to determine eligibility for special education services. For more information about the MTSS process, please see the Baker County School District MTSS Guide located on the district website.

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.

School-based MTSS teams, with parental input, will refer students who are not responding successfully to the provided Tier 2 and Tier 3 supports and interventions for further screening. If students need further assessments, we have the following available:
- Star CBM
- DAR (Diagnostic Assessment of Reading)

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

Lesson Plan Monitoring – School administrators review and provide feedback on the content of instructional lesson plans.

Curriculum Mapping – This effort is completed as a team with school administrators being actively involved in the instructional planning process. Administrators check for appropriate implementation of the curriculum maps during walk-throughs. Professional learning communities (PLCs) hold instructional staff accountable for keeping pace with the map through data chats and curriculum map revision sessions on a weekly or bi-weekly basis depending upon job assignments.

Intentional Walkthroughs – School administrators share and discuss walkthrough data addressing the implementation of the reading plan at district administrator meetings with the Executive Director of Teaching and Learning and the Superintendent. School administrators will conduct at least one walkthrough a month that incorporates a formal feedback cycle utilizing an online walkthrough tool, Loopspire.

Data Chats (Using Progress Monitoring Assessments) – Data chat sessions are led by PLC or team leaders, instructional coaches, and/or school administrators. Teachers and teams, including grade levels, subject areas, and the Literacy Leadership Teams (LLTs) plan and provide interventions at the appropriate tier(s) of instruction based on the findings from the data chat sessions.

Teacher Evaluations – School administrators evaluate teachers once or twice a year depending on their contract. Teachers are provided detailed feedback which, when appropriate, details the instructor's implementation of the reading plan. Even though the formal evaluation only occurs annually or semiannually, the process of evaluation is ongoing throughout the school year. This process includes a self-assessment, the creation of an individual professional learning plan (IPLP), and ongoing communication throughout the entire school year in reference to a teacher's performance. Each of the items mentioned will include references to the expectations set forth in the reading plan if appropriate.

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

In addition to all of the items associated with the monitoring of Tier 1 instruction, students receiving Tier 2 interventions are assessed weekly or biweekly using valid and reliable tools (Star CBM, FAST, DIBELS, or curriculum-based measures). Monitoring focuses on specific skill deficits targeted by the intervention. Progress is measured against grade-level benchmarks and individual growth goals by the MTSS SBLT. This is done through data collection and disaggregation of that data. Each student's progress data is charted over time to determine rate of improvement. Trend lines and goal lines are compared to evaluate whether the student is making adequate progress. The MTSS SBLT meets monthly or additionally as needed to review student progress and intervention effectiveness.

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

In addition to all of the items associated with the monitoring of Tier 1 instruction and Tier 2 interventions, Tier 3 interventions are monitored with more intensity and frequency. Tier 3 students are typically monitored weekly, and sometimes even twice per week, depending on the skill area and intensity of need. This ensures that data is collected often enough to make timely adjustments to instruction. Monitoring tools for Tier 3 are also more skill-specific and aligned directly to the student's targeted area of need. In addition to standardized tools mentioned in the assessment chart, the district's schools use teacher-created probes, daily or session-based charting, and/or rubrics for specific goals. Progress for Tier 3 students is reviewed more often. This may be weekly or biweekly, instead of just at 6 week intervals. The school's instructional coach will conduct frequent (weekly or biweekly) check-ins to examine rate of progress, ensure alignment of instruction with needs, and adjust intensity, group size, or instructional strategies as needed.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

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

Kindergarten: Score 50% or higher on the BCSD Kindergarten Readiness Checklist.

First through Fifth Grades: Score a Level 3 or higher on the previous year's FAST ELA PM3.

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

Students scoring at or above level 3 on FAST ELA PM, growth from one progress monitoring assessment to another, and student academic performance as measured by a reading (ELA) class average of 69% or less classroom averages from both formative and summative assessments are the criteria applied to determine the sufficiency of Tier 1 instruction.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

The school district has established a comprehensive and collaborative system to identify and address problems related to the effectiveness of Tier 1 instruction. A central component of this system is the presence of a Literacy Leadership Team at each school. These teams, composed of administrators, instructional coaches, and teacher leaders, are responsible for monitoring Tier 1 English Language Arts (ELA) instruction, analyzing student performance data, and recommending instructional improvements. In addition to this, all teachers participate in biweekly Professional Learning Community (PLC) meetings where they collaboratively address four key questions: What do we want students to know and be able to do? How will we know if they've learned it? What will we do if they haven't learned it? What will we do if they already know it? These meetings focus on

analyzing student data, sharing effective instructional practices, and making adjustments to instruction based on student needs.

District and school leaders meet monthly at each school site to review school-level instructional data, with Tier 1 instruction as a standing agenda item. These meetings provide opportunities to evaluate the effectiveness of core instruction and ensure alignment with district goals. To further support monitoring efforts, the district utilizes various progress monitoring tools, including Star Early Literacy, Star Reading, and FAST ELA Progress Monitoring assessments. These tools offer timely, actionable data that are reviewed at the classroom, grade level, school, and district level to guide instructional decisions and identify students who may need additional support.

Parent and community input is also an integral part of the district's continuous improvement process. Each school's School Advisory Council (SAC) meets regularly to review student performance data and provide feedback on instructional initiatives, while the District Parent Advisory Council (DPAC) offers parents an opportunity to contribute to district-wide decisions related to curriculum and instruction. Title I schools complete an annual Comprehensive Needs Assessment and develop a School Improvement Plan (all schools, not just Title I) using the CIMS (Continuous Improvement Management System) platform. These plans identify areas for growth in Tier 1 instruction and outline specific goals and strategies for improvement.

Additionally, school leaders hold regular grade-level and department chair meetings to discuss instructional trends, address concerns, and ensure consistent expectations across classrooms and content areas. At the district level, monthly meetings with instructional coaches are used to monitor and support the implementation of effective Tier 1 instruction. These meetings provide a platform for coaches to share best practices, analyze district-wide data trends, and plan professional learning for teachers. In addition, district leadership meet monthly at each school site to collaboratively review and address student performance related to attendance, discipline, and academics. Together, these processes ensure that the district maintains a strong, responsive Tier 1 instructional program that is continuously refined to meet the needs of all students.

Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
The core curriculum for grades kindergarten, third, fourth, and fifth grades is Savvas: myView Literacy.	2021
The core curriculum for grades first and second grades is McGraw Hill Education: Wonders.	2025 (pending state approval and school board adoption)
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: (Kindergarten): Kindergarten Readiness checklist and Star Early Literacy to provide a starting point for instruction. If students perform below grade level expectations on the kindergarten readiness skills test (69% or below), then Tier 2 interventions are provided.	

(1st – 5th Grades): Below the 40 PR initial STAR assessment, below Level 2 on the FAST ELA PM 1, and/or 69% or below on classroom weekly assessments.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

(Kindergarten): Kindergarten Readiness checklist and Star Early Literacy to provide a starting point for instruction. If students lack kindergarten readiness skills, Tier 2 interventions are provided.

(1st – 5th Grades): Below the 40 PR initial STAR assessment, below Level 2 on the FAST ELA PM 1, and 69% or below on classroom weekly assessments.

Number of times per week interventions are provided:

Tier 2 interventions are provided by the classroom teacher or other instructional staff two to five times a week.

Saxon Phonics interventions will occur four times a week for twenty-five to thirty minutes.
SRA Early Interventions will occur four times a week for twenty minutes.
Magnetic Reading program interventions will occur five times a week for thirty minutes.
UFLI Foundations Toolbox interventions will occur five times a week for thirty minutes.
Sounds Sensible interventions will occur three times a week for fifteen to twenty-five minutes.
SPIRE Reading program interventions will occur four times a week for forty-five minutes.
Summit K-12 interventions will occur two to three times a week for fifteen to twenty minutes.

Number of minutes per intervention session:

Both pull-out and push-in Tier 2 interventions are provided for a duration of ten to forty-five minutes depending on the program selected for the student receiving the intervention. See the language above for a complete list of intervention durations.

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)
Age of Learning – My Reading Academy	Identified by Evidence for ESSA as Moderate	
Saxon Phonics	Not identified as meeting strong, moderate, or promising levels of evidence	Saxon Phonics does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in

		speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including at least one initial professional learning session and ongoing classroom coaching (provided by an instructional coach, reading endorsed administrator, or NEFEC educational consultant).
SRA Early Interventions in Reading	Not identified as meeting strong, moderate, or promising levels of evidence	SRA Early Interventions in Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for comprehension strategies, vocabulary building, phonological awareness, letter-sound correspondence, word parts, connected text and chapter books. The district will support and monitor implementation of this program by conducting data chats and observational

		walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Magnetic Reading	Identified by Evidence for ESSA as Moderate	
UFLI Foundations Toolbox	Not identified as meeting strong, moderate, or promising levels of evidence	UFLI Foundations Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program		**Verbiage (as needed)**
Sounds Sensible	Not identified as meeting strong, moderate, or promising levels of evidence	Sounds Sensible does not meet strong, moderate or promising levels of evidence; however, the following What Works

		Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness, alphabet knowledge, academic vocabulary, and understanding letter-sound relationships. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
SPIRE Intensive Reading Intervention	Not identified as meeting strong, moderate, or promising levels of evidence	SPIRE Intensive Reading Intervention does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and

		comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in multi-sensory teacher-led lessons, reinforced by student practice. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Summit K12	Not identified as meeting strong, moderate, or promising levels of evidence	Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics lessons. The intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing

		classroom coaching (provided by an instructional coach or reading endorsed administrator).

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

Kindergarten: Saxon Phonics and UFLI Foundations Toobox are utilized.

Saxon Phonics is a structured and explicit phonics program that incorporates multisensory instruction aligned with research-based best practices. The program engages the visual modality through letter recognition, spelling patterns, and written words. Auditory elements are addressed through daily oral drills, sound-symbol correspondence activities, and dictation. Kinesthetic and tactile learning are embedded through techniques such as tracing letters, using hand motions, finger tapping, and optional use of materials like sand trays and letter tiles. The consistent routines and repeated practice ensure reinforcement of skills across multiple sensory pathways, which is particularly beneficial for students with reading difficulties, including those with dyslexia.

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

1st – 3rd Grades: Saxon Phonics, SRA Early Interventions in Reading, Sounds Sensible, and UFLI Foundations Toolbox are utilized. Saxon Phonics, SRA Early Interventions in Reading, Sounds Sensible, SPIRE Intensive Reading Intervention, and UFLI Foundations Toolbox all incorporate multisensory instructional methods designed to support foundational literacy development, especially for students who require additional support in learning to read. Saxon Phonics provides a structured, explicit approach to phonics that engages multiple senses through daily routines involving visual, auditory, kinesthetic, and tactile components. Students engage in oral sound drills, letter recognition, spelling, and handwriting activities, and may use materials such as letter tiles or sand trays to reinforce phoneme-grapheme connections. SRA Early Interventions in Reading also integrates multisensory strategies by combining visual text features, oral reading, listening activities, and opportunities for verbal and written responses. The program systematically builds skills through repeated practice and provides scaffolding that supports students as they move toward reading independence. Sounds Sensible, designed for students with characteristics of dyslexia and other reading difficulties, emphasizes direct, multisensory instruction through activities such as tracing letters while saying sounds, using manipulatives, and engaging in oral and written tasks that reinforce phonological

awareness and decoding. SPIRE incorporates multisensory techniques, engaging multiple senses (visual, auditory, kinesthetic) to help students learn and retain information. Lastly, UFLI Foundations Toolbox offers a comprehensive, research-based approach to phonics instruction that intentionally includes visual, auditory, kinesthetic, and tactile elements. Lessons include activities such as sky writing, arm tapping, sound walls, and manipulation of letter tiles to support strong phoneme-grapheme mapping. Each program follows a structured, systematic format that ensures students receive repeated, meaningful practice through multiple sensory channels—an approach that is particularly effective for struggling readers and those with learning disabilities.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

For Kindergarten – second grades, Tier 3 interventions are prompted for students who:

1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or
2. Were retained the previous school year: or
3. Scored below the 10th percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or
4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment.

For third grade, Tier 3 interventions are prompted for students who:

1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or
2. Were retained the previous school year: or
3. Scored below the 20th percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or
4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment.

For fourth and fifth grades, Tier 3 interventions are prompted for students who:

1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or
2. Were retained the previous school year: or
3. Scored below the 10th percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or
4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment.

The school's MTSS team will consider multiple data sources (ELA class average, results from teacher and district created common assessments, PM1, PM2, and PM3 FAST administrations, Star CBM, Diagnostic Assessment of Reading, Kindergarten Readiness Checklist and/or stakeholder input and observations prior to making a determination that a student should receive Tier 3 interventions.

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:

For Kindergarten – second grades, Tier 3 interventions are prompted at the beginning of the school year for students who:

1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or
2. Were retained the previous school year: or
3. Scored below the 10th percentile on the previous year's FAST assessment or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or
4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment.

For third grade, Tier 3 interventions are prompted at the beginning of the school year for students who:

1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or
2. Were retained the previous school year: or
3. Scored below the 20th percentile on the previous year's FAST assessment or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or
4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment.

For fourth and fifth grades, Tier 3 interventions are prompted at the beginning of the school year for students who:

1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or
2. Were retained the previous school year: or
3. Scored below the 10th percentile on the previous year's FAST assessment or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or
4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment.

The school's MTSS team will consider multiple data sources (ELA class average, results from teacher and district created common assessments, PM1, PM2, and PM3 FAST administrations, Star CBM, Diagnostic Assessment of Reading, Kindergarten Readiness Checklist and/or stakeholder input and observations prior to making a determination that a student should receive Tier 3 interventions.

Number of times per week interventions are provided:

Tier 3 interventions are provided between four to five times a week by other instructional staff.

Number of minutes per intervention session:

Both pull-out and push-in Tier 3 interventions are provided for a duration of twenty to thirty 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		**Verbiage (as needed)**
SPIRE Intensive Reading Intervention	Not identified as meeting strong, moderate, or promising levels of evidence	SPIRE Intensive Reading Intervention does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in multi-sensory teacher-led lessons, reinforced by student practice. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

UFLI Foundations Toolbox	Not identified as meeting strong, moderate, or promising levels of evidence	UFLI Foundations Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program		**Verbiage (as needed)**
Unique Learning System	Not identified as meeting strong, moderate, or promising levels of evidence	Unique Learning System does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and

		write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into this teacher-led program by explicit, systematic instruction that incorporates differentiation and high-leverage instructional practices like modeling to meet a variety of needs. They include instructional targets in reading and step-by-step instructional routines. Lessons involve shared reading and multiple reads of the same text. Through this strategic guidance, all students get exposure to rich texts and fluent reading. This provides purposeful listening and reading opportunities. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Summit K12	Not identified as meeting strong, moderate, or promising levels of evidence	Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics

		lessons. This teacher-led intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

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

SPIRE Intensive Reading Intervention, SRA Early Interventions in Reading and UFLI Foundations Toolbox

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The district uses the MTSS 4-step problem solving worksheet and flowchart process to identify and solve problems at the district, school, and classroom levels. This is done through meetings of the district MTSS team, Multi-Tiered System of Supports school-based leadership teams (MTSS SBLTs), and student-specific MTSS meetings. Parent involvement is critical during the problem-solving process as the MTSS team works together to create an individualized plan for the student.

1. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

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

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

Summer Reading Camps for Retained Grade 3 Students

Schedule:

Students across the District who have been identified as having scored a Level 1 on the Grade Three FAST ELA PM3 not attaining a concordant score on the Star assessment, and not having met a good cause exemption, shall be invited to attend the Summer Reading Camp for Grade Three Students. In addition, while not opening the summer reading camp to all students with substantial reading deficiencies, the district will offer the summer reading camp to additional students at the third grade level who scored a Level 1 on the FAST ELA PM3 and met promotion through either a good cause exemption or Star assessment criteria. The summer reading camp will begin on Monday, June 8, 2026, and conclude on Thursday, July 9, 2026. The summer camp hours will be from 8:00 AM to noon Monday through Thursday of each week.

Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):

Clear Fluency

Clear Fluency does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into this program by explicit, systematic instruction that incorporates speech recognition technology that listens as students read aloud and provides immediate corrective feedback when a word is mispronounced or struggled with. This real-time feedback helps reinforce newly learned reading skills, vocabulary, and fluency, and teaches students to self-correct as they read aloud. The program emphasizes building automaticity in word recognition through repeated reading and practice. Clear Fluency also includes activities that expose students to important vocabulary words from the reading selections before they begin reading, which can contribute to understanding word parts and meanings. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

Phonics for Reading

Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by explicit, systematic instruction that incorporates instruction for decoding, including phonemic awareness, phonics, and word recognition, high frequency words, and encoding. It incorporates support for meaning making, with vocabulary and comprehension. It also includes practice for fluency, including accuracy, rate, and expression. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs,

including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

Focus on Reading

Focus on Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction that incorporates instruction literary and informational texts, providing lessons and activities that guide students through close reading, analysis, and discussion. The program emphasizes key reading strategies such as identifying central ideas, making inferences, understanding vocabulary in context, and analyzing text structure. It encourages a deeper engagement with texts and the development of essential literacy skills. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

Quick Reads

Quick Reads does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction that incorporates instruction designed to increase word reading efficiency and fluency for children in grades 2-6. QuickReads is a repeated-reading program that includes grade-appropriate short, nonfiction passages. QuickReads passages are designed to build fluency and comprehension by utilizing grade-level, high-frequency words that reflect appropriate phonics and syllable patterns. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

Alternative Assessment Used:

SAT-10 and/or summer administration of Star assessment

Additional Information (optional):

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

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

8. **Grades 6-8 Assessments**

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

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

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

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?
CommonLit Benchmark Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Common Benchmark Assessments (teacher created)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

The district follows a structured, data-driven process within the MTSS framework to identify students who require additional academic support through Tier 2 or Tier 3 interventions. The process includes the following steps:

Universal Screening and Progress Monitoring - At the beginning of the school year and at regular intervals throughout the year, all students are assessed using a variety of universal screeners and diagnostic tools. Common assessments include: Star Reading, Star CBM (Curriculum-Based Measurement), FAST ELA Progress Monitoring (PM1, PM2, PM3), district created common benchmark assessments, and Diagnostic Assessment of Reading (DAR) for students needing further evaluation.

Data Review and Analysis by the MTSS Team - Grade-level MTSS teams meet regularly (e.g., monthly and after each assessment window) to review student performance data. During these meetings, the team analyzes assessment data to identify students performing below grade-level expectations, reviews trends in progress monitoring data to determine growth or lack thereof, and considers multiple data points (academic, behavioral, attendance, etc.) to ensure comprehensive decision-making.

Initial Intervention and Tier Placement - Students who fall below benchmark levels or show inadequate growth despite core instruction are considered for Tier 2 interventions. These students receive targeted small-group instruction and additional supports on top of the core instruction. If a student fails to respond adequately in approximately six weeks to Tier 2 supports, the MTSS team then meets to consider Tier 3 placement, which involves more intensive, individualized interventions.

Development of Intervention Plans - For students placed in Tier 2 or Tier 3, the MTSS team develops a detailed intervention plan, which includes: specific skill deficits to be addressed, intervention strategies and

materials, frequency, duration, and group size for interventions, designated personnel responsible for implementation, and data collection methods for monitoring progress.

Ongoing Progress Monitoring - Students receiving Tier 2 and Tier 3 interventions are monitored weekly or biweekly using tools such as Star CBM, FAST ELA PM, or teacher-created assessments. The data is used to measure response to intervention (RTI), adjust instructional strategies or intensity as needed, and determine whether students should remain in the current tier, move to a higher level of support, or return to Tier 1.

If a student fails to make adequate progress despite sustained Tier 3 interventions, the MTSS team may recommend a referral for a comprehensive evaluation to determine eligibility for special education services. For more information about the MTSS process, please see the Baker County School District MTSS Guide located on the district website.

The following criteria are used to identify students for referral to the school's MTSS team for consideration for Tier2/Tier 3 interventions:

Students scoring below proficient on common benchmark assessments (teacher created), have a failing class average in English Language Arts, and/or score below a Level 2 on the previous year's FAST ELA PM3.

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

Lesson Plan Monitoring – School administrators review and provide feedback on the content of instructional lesson plans.

Curriculum Mapping – This effort is completed as a team with school administrators being actively involved in the instructional planning process. Administrators check for appropriate implementation of the curriculum maps during walk-throughs. Professional learning communities (PLCs) hold instructional staff accountable for keeping pace with the map through data chats and curriculum map revision sessions on a weekly or bi-weekly basis depending upon job assignments.

Intentional Walkthroughs – School administrators share and discuss walkthrough data addressing the implementation of the reading plan at district administrator meetings with the Executive Director of Teaching and Learning and the Superintendent. School administrators will conduct at least one walkthrough a month that incorporates a formal feedback cycle utilizing an online walkthrough tool, Loopspire.

Data Chats (Using Progress Monitoring Assessments) – Data chat sessions are led by PLC or team leaders, instructional coaches, and/or school administrators. Teachers and teams, including grade levels, subject areas, and the Literacy Leadership Teams (LLTs) plan and provide interventions at the appropriate tier(s) of instruction based on the findings from the data chat sessions.

Teacher Evaluations – School administrators evaluate teachers once or twice a year depending on their contract. Teachers are provided detailed feedback which, when appropriate, details the instructor's implementation of the reading plan. Even though the formal evaluation only occurs annually or semiannually, the process of evaluation is ongoing throughout the school year. This process includes a self-assessment, the creation of an individual professional learning plan (IPLP), and ongoing communication throughout the entire school year in reference to a teacher's performance. Each of the items mentioned will include references to the expectations set forth in the reading plan if appropriate.

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

In addition to all of the items associated with the monitoring of Tier 1 instruction, students receiving Tier 2 interventions are assessed weekly or biweekly using valid and reliable tools (Star CBM, FAST, DIBELS, or curriculum-based measures). Monitoring focuses on specific skill deficits targeted by the intervention. Progress is measured against grade-level benchmarks and individual growth goals by the MTSS SBLT. This is done through data collection and disaggregation of that data. Each student's progress data is charted over time to determine rate of improvement. Trend lines and goal lines are compared to evaluate whether the student is making adequate progress. The MTSS SBLT meets monthly or additionally as needed to review student progress and intervention effectiveness.

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

In addition to all of the items associated with the monitoring of Tier 1 instruction and Tier 2 interventions, Tier 3 interventions are monitored with more intensity and frequency. Tier 3 students are typically monitored weekly, and sometimes even twice per week, depending on the skill area and intensity of need. This ensures that data is collected often enough to make timely adjustments to instruction. Monitoring tools for Tier 3 are also more skill-specific and aligned directly to the student's targeted area of need. In addition to standardized tools mentioned in the assessment chart, the district's schools use teacher-created probes, daily or session-based charting, and/or rubrics for specific goals. Progress for Tier 3 students is reviewed more often. This may be weekly or biweekly, instead of just at 6 week intervals. The school's instructional coach will conduct frequent (weekly or biweekly) check-ins to examine rate of progress, ensure alignment of instruction with needs, and adjust intensity, group size, or instructional strategies as needed.

Grades 6-8 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Students scoring a Level 3 or higher on the previous year's FAST ELA PM3 or scoring a Level 2 or higher on the initial FAST ELA PM1 for the current school year.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students scoring at or above the 41st percentile on the FAST ELA PM1 and/or PM2, growth from one progress monitoring assessment to another, and/or student academic performance (at 70% or above) as measured by ELA classroom averages from both formative and summative assessments are the criteria applied to determine the sufficiency of Tier 1 instruction.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Upon review of data, teachers share instructional strategies and best practices. Department heads, peer teachers, administrators, and/or instructional coach provide support to implement identified instructional

strategies and improved instructional design through observation and reflection and modeling. PLC's, professional development, and IPLPs designed around identified needs.

In a continuous cycle, grade-level by subject area teams create focus calendars and those teams, along with administrators review data to revise the focus calendars based on student scores on benchmark assessments. Teachers and instructional coach meet to review Progress Monitoring data and determine if students' instructional needs are being met or if adjustments are needed.

Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
The core curriculum for grade six is Savvas: My Perspectives, Florida.	2025 (pending state approval and school board adoption)
The core curriculum for grades seven and eight is StudySync: Bring Literature to Life	2025 (pending state approval and school board adoption)

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Students scoring below proficient on common benchmark assessments (teacher created), have a class average of 69% or less in English Language Arts, and score below a Level 2 on the current year's FAST ELA PM1 or PM2.

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 below proficient on common benchmark assessments (teacher created), have a failing class average in English Language Arts, and score below a Level 2 on the previous year's FAST ELA PM3.

Number of times per week interventions are provided:

Five

Number of minutes per intervention session:

Thirty to fifty-eight

Course(s) where interventions take place:

M/J Intensive Reading 1   (#1000010)
M/J Intensive Reading 2   (#1000012)
M/J Intensive Reading 3   (#1000014)
M/J Language Arts 1   (#1001010)
M/J Language Arts 2   (#1001040)
M/J Language Arts 3   (#1001070)

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)**
Reading Fluency and Comprehension Instructional Practices	Not identified as meeting strong, moderate or promising levels of evidence.	Reading Fluency and Comprehension Instructional Practices does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence). These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. Some of the resources that are used to support this work are CommonLit.org and Scholastic Action/Scope Magazine. The district will support and monitor implementation of this instructional practice through conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Progress Learning (Lift Off)	Identified by Evidence for ESSA as Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		**Verbiage (as needed)**
Unique Learning System	Not identified as meeting strong, moderate, or promising levels of evidence	Unique Learning System does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Intervention in Grades 4-9, Recommendation 3: Routinely use a set of

		comprehension-building practices to help students make sense of the text: Part 3A. Build students' world and word knowledge so they can make sense of the text; Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; Part 3C. Teach students a routine for determining the gist of a short section of text; Part 3D. Teach students to monitor their comprehension as they read, Strong Evidence, and Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Unique Learning System incorporates these recommendations through explicit, systematic instruction that utilizes strategies to build vocabulary and background knowledge. It utilizes differentiated instruction and scaffolded lessons that provide support for understanding academic vocabulary and complex ideas. The system incorporates various instructional practices and visual supports, including technology, to create a vocabulary-rich environment and help students make connections. Unique uses explicit, pre-made routines and questions during read-alouds to promote comprehension through scaffolded questioning. The system accommodates students with augmentative communication needs, providing alternate methods for responding to questions. The system provides opportunities for students to retell and analyze text elements, contributing to their ability to understand the main idea. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an

		instructional coach or reading endorsed administrator).

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Summit K12	Not identified as meeting strong, moderate, or promising levels of evidence	Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Intervention in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics lessons. This teacher-led intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator). Summit K12's online programs are used to support both whole-class and small-group instruction, as well as to provide targeted, individualized review and practice. The platform helps teachers differentiate instruction by allowing students to engage with content at their own pace, supporting a range of learning needs and helping all students work toward mastery of grade-level standards.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Based on student academic history, teacher recommendation, as well as current data is used identify student's requiring Tier 3 instruction. These data points are analyzed by the MTSS SBLT and the determination to provide additional interventions at the Tier 3 level come from this team of educators which include parental involvement.

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:

If a student scores a level 1 on the FAST ELA PM3 from the previous year and/or the students' academic history shows a reading deficiency, then the MTSS SBLT will determine the Tier 3 interventions necessary at the beginning of the school year.

Number of times per week interventions are provided:

Five

Number of minutes per intervention session:

 Twenty-five to thirty minutes

Course(s) where interventions take place:

M/J Intensive Reading 1   (#1000010)
M/J Intensive Reading 2   (#1000012)
M/J Intensive Reading 3   (#1000014)
M/J Language Arts 1   (#1001010)
M/J Language Arts 2   (#1001040)
M/J Language Arts 3   (#1001070)
Learning Strategies: 6–8   (#7863090)

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations Toolbox	Not identified as meeting strong, moderate, or promising levels of evidence	UFLI Foundations Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Intervention in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; and Recommendation 2: Provide purposeful

		fluency-building activities to help students read effortlessly, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		**Verbiage (as needed)**
Unique Learning System	Not identified as meeting strong, moderate, or promising levels of evidence	Unique Learning System does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Intervention in Grades 4-9, Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text: Part 3A. Build students' world and word knowledge so they can make sense of the text; Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; Part 3C. Teach students a routine for determining the gist of a short section of text; Part 3D. Teach students to monitor their comprehension as they read, Strong Evidence, and Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Unique Learning System incorporates these

recommendations through explicit, systematic instruction that utilizes strategies to build vocabulary and background knowledge. It utilizes differentiated instruction and scaffolded lessons that provide support for understanding academic vocabulary and complex ideas. The system incorporates various instructional practices and visual supports, including technology, to create a vocabulary-rich environment and help students make connections. Unique uses explicit, pre-made routines and questions during read-alouds to promote comprehension through scaffolded questioning. The system accommodates students with augmentative communication needs, providing alternate methods for responding to questions. The system provides opportunities for students to retell and analyze text elements, contributing to their ability to understand the main idea. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
UFLI Foundations Toolbox	Not identified as meeting strong, moderate, or promising levels of evidence	When appropriate, English Language Learners are included in Tier 3 as appropriate. They also receive reading strategy instruction if the ELL Team determines that Learning Strategies is appropriate for them. ELLs are taught using a variety of ESOL strategies from trainings offered by NEFEC, the Schultz Center, Florida Gateway College, or a university. These strategies include the use of visuals and explaining vocabulary to build background knowledge (see below). UFLI Foundations Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:

		Providing Reading Intervention in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The district uses the MTSS 4-step problem solving worksheet and flowchart process to identify and solve problems at the district, school, and classroom levels. This is done through meetings of the district MTSS team, Multi-Tiered System of Supports school-based leadership teams (MTSS SBLTs), and student-specific MTSS meetings. Parent involvement is critical during the problem-solving process as the MTSS team works together to create an individualized plan for the student.

<div style="background-color:teal; text-align:center;">

Grades 9-12

</div>

1. **Grades 9-12 Assessments**

FAST				
Name of the Assessment	**Target Audience (Grades 9-12)**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Star Reading	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Progress Learning	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Savvas: Analysis	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
End of Course Assessments (teacher created)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Diagnostic Assessment of Reading-Second Edition	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ 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 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?**
	☒ Select Students	☒ Vocabulary ☒ Comprehension		☐ Annually ☒ As Needed ☐ Other
Lastinger Center Rubric to Measure Prosody	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The district follows a structured, data-driven process within the MTSS framework to identify students who require additional academic support through Tier 2 or Tier 3 interventions. The process includes the following steps:

Universal Screening and Progress Monitoring - At the beginning of the school year and at regular intervals throughout the year, all students are assessed using a variety of universal screeners and diagnostic tools. Common assessments include: Star Reading, Star CBM (Curriculum-Based Measurement), FAST ELA Progress Monitoring (PM1, PM2, PM3), district created common benchmark assessments, and Diagnostic Assessment of Reading (DAR) for students needing further evaluation.

Data Review and Analysis by the MTSS Team - Grade-level MTSS teams meet regularly (e.g., monthly and after each assessment window) to review student performance data. During these meetings, the team analyzes assessment data to identify students performing below grade-level expectations, reviews trends in progress monitoring data to determine growth or lack thereof, and considers multiple data points (academic, behavioral, attendance, etc.) to ensure comprehensive decision-making.

Initial Intervention and Tier Placement - Students who fall below benchmark levels or show inadequate growth despite core instruction are considered for Tier 2 interventions. These students receive targeted small-group instruction and additional supports on top of the core instruction. If a student fails to respond adequately in approximately six weeks to Tier 2 supports, the MTSS team then meets to consider Tier 3 placement, which involves more intensive, individualized interventions.

Development of Intervention Plans - For students placed in Tier 2 or Tier 3, the MTSS team develops a detailed intervention plan, which includes: specific skill deficits to be addressed, intervention strategies and materials, frequency, duration, and group size for interventions, designated personnel responsible for implementation, and data collection methods for monitoring progress.

Ongoing Progress Monitoring - Students receiving Tier 2 and Tier 3 interventions are monitored weekly or biweekly using tools such as Star CBM, FAST ELA PM, or teacher-created assessments. The data is used to

measure response to intervention (RTI), adjust instructional strategies or intensity as needed, and determine whether students should remain in the current tier, move to a higher level of support, or return to Tier 1.

If a student fails to make adequate progress despite sustained Tier 3 interventions, the MTSS team may recommend a referral for a comprehensive evaluation to determine eligibility for special education services. For more information about the MTSS process, please see the Baker County School District MTSS Guide located on the district website.

The following criteria are used to identify students for referral to the school's MTSS team for consideration for Tier2/Tier 3 interventions:

Students are selected for Tier 2 intervention based on FAST ELA PM3 scores or graduation requirements. We offer Tier 2 intervention for ninth and tenth graders who have scored a Level 1 and/or need extra support to meet the graduation requirement, as well as eleventh and twelfth graders who have not yet met the graduation requirement for test scores.

Students are provided Tier 3 intervention if the school's MTSS team has determined that the student has not made adequate progress from the provision of Tier 1 and Tier 2 services.

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

Lesson Plan Monitoring – School administrators review and provide feedback on the content of instructional lesson plans.

Curriculum Mapping – This effort is completed as a team with school administrators being actively involved in the instructional planning process. Administrators check for appropriate implementation of the curriculum maps during walk-throughs. Professional learning communities (PLCs) hold instructional staff accountable for keeping pace with the map through data chats and curriculum map revision sessions on a weekly or bi-weekly basis depending upon job assignments.

Intentional Walkthroughs – School administrators share and discuss walkthrough data addressing the implementation of the reading plan at district administrator meetings with the Executive Director of Teaching and Learning and the Superintendent. School administrators will conduct at least one walkthrough a month that incorporates a formal feedback cycle utilizing an online walkthrough tool, Loopspire.

Data Chats (Using Progress Monitoring Assessments) – Data chat sessions are led by PLC or team leaders, instructional coaches, and/or school administrators. Teachers and teams, including grade levels, subject areas, and the Literacy Leadership Teams (LLTs) plan and provide interventions at the appropriate tier(s) of instruction based on the findings from the data chat sessions.

Teacher Evaluations – School administrators evaluate teachers once or twice a year depending on their contract. Teachers are provided detailed feedback which, when appropriate, details the instructor's implementation of the reading plan. Even though the formal evaluation only occurs annually or semiannually, the process of evaluation is ongoing throughout the school year. This process includes a self-assessment, the creation of an individual professional learning plan (IPLP), and ongoing communication throughout the entire school year in reference to a teacher's performance. Each of the items mentioned will include references to the expectations set forth in the reading plan if appropriate.

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

In addition to all of the items associated with the monitoring of Tier 1 instruction, students receiving Tier 2 interventions are assessed weekly or biweekly using valid and reliable tools (Star CBM, FAST, DIBELS, or curriculum-based measures). Monitoring focuses on specific skill deficits targeted by the intervention. Progress is measured against grade-level benchmarks and individual growth goals by the MTSS SBLT. This is done through data collection and disaggregation of that data. Each student's progress data is charted over time to determine rate of improvement. Trend lines and goal lines are compared to evaluate whether the student is making adequate progress. The MTSS SBLT meets monthly or additionally as needed to review student progress and intervention effectiveness.

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

In addition to all of the items associated with the monitoring of Tier 1 instruction and Tier 2 interventions, Tier 3 interventions are monitored with more intensity and frequency. Tier 3 students are typically monitored weekly, and sometimes even twice per week, depending on the skill area and intensity of need. This ensures that data is collected often enough to make timely adjustments to instruction. Monitoring tools for Tier 3 are also more skill-specific and aligned directly to the student's targeted area of need. In addition to standardized tools mentioned in the assessment chart, the district's schools use teacher-created probes, daily or session-based charting, and/or rubrics for specific goals. Progress for Tier 3 students is reviewed more often. This may be weekly or biweekly, instead of just at 6 week intervals. The school's instructional coach will conduct frequent (weekly or biweekly) check-ins to examine rate of progress, ensure alignment of instruction with needs, and adjust intensity, group size, or instructional strategies as needed.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Grades 9 and 10: Students scoring a Level 3 or higher on the previous year's FAST ELA PM3 or scoring a Level 2 or higher on the initial FAST ELA PM1 for the current school year. Grades 11 and 12: The overarching criteria for student performance is the expectation that students have met assessment graduation requirements for ELA. If a student is identified as possibly needing reading intervention even though they have achieved grade level performance on the Grade 10 FAST ELA PM3, retake Grade 10 FAST ELA or a state approved concordant score, then the student will be referred to the MTSS SBLT to make a determination if additional reading intervention services should be provided.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Tier 1 instruction is considered sufficient when at least 80% of students are scoring: 1. At least 70% on Progress Monitoring Assessments

2. At least 70% (passing) for class grades
3. Grade level performance on the FAST ELA PM3 assessment from the previous school year

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?

Upon review of data, teachers share instructional strategies and best practices. Department heads, peer teachers, administrators, and/or instructional coach provide support to implement identified instructional strategies and improved instructional design through observation and reflection and modeling. PLC's, professional development, and IPLPs designed around identified needs.

In a continuous cycle, grade-level by subject area teams create focus calendars and those teams, along with administrators review data to revise the focus calendars based on student scores on benchmark assessments. Teachers and instructional coach meet to review Progress Monitoring data and determine if students' instructional needs are being met or if adjustments are needed.

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

Name of Program	Year of Program Adoption
The core curriculum for grades nine through twelve is Savvas: My Perspectives, Florida.	2025 (pending state approval and school board adoption)

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Tier 1 instruction is considered insufficient and require the addition of Tier 2 interventions when a student is scoring:
1. Below 70% on Progress Monitoring Assessments
2. Below 70% (failing) for class grades
3. Below grade level performance on the FAST ELA PM3 assessment from the previous school year

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 below grade level on common benchmark assessments (teacher created), have a failing class average in English Language Arts, and score below a Level 2 on the previous year's FAST ELA PM3.

Number of times per week interventions are provided:

Three
Number of minutes per intervention session:

Thirty

Course(s) where interventions take place:

Intensive Reading 1   (#1000412)

Intensive Reading 2   (#1000414)
Intensive Reading 3   (#1000416)
Intensive Reading 4   (#1000418)
Learning Strategies 9–12   (#7963080)
Research 1   (#1700300)
Research 2   (#1700310)

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)**
Reading Fluency and Comprehension Instructional Practices	Not identified as meeting strong, moderate or promising levels of evidence.	Reading Fluency and Comprehension Instructional Practices does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence). These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. Some of the resources that are used to support this work are CommonLit 360 and ACT and SAT curricular materials. The district will support and monitor implementation of this instructional practice through conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
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)**
Summit K12	Not identified as meeting strong, moderate, or promising levels of evidence	Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:

		Providing Reading Intervention in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics lessons. This teacher-led intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Tier 1 instruction and Tier 2 intervention are considered insufficient and require the addition of Tier 3 interventions when any of the following occur:

1. Student consistently scores a level 1 on the FAST ELA PM assessments.
2. Student consistently fails multiple classes that depend on reading skills despite attempting classwork and assessments.
3. Student scores a 1 or 2 on the Lastinger Center Rubric to Measure Prosody.

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 are identified at the beginning of the school year for the addition of Tier 3 interventions when any of the following criteria are met:
1. Student consistently scores a level 1 on the FAST ELA PM assessments.
2. Student consistently fails multiple classes that depend on reading skills despite attempting classwork and assessments.
3. Student scores a 1 or 2 on the Lastinger Center Rubric to Measure Prosody.

Number of times per week interventions are provided:
Five

Number of minutes per intervention session:
Thirty
Course(s) where interventions take place:

Intensive Reading 1   (#1000412)
Intensive Reading 2   (#1000414)
Intensive Reading 3   (#1000416)
Intensive Reading 4   (#1000418)
Learning Strategies 9–12   (#7963080)
Research 1   (#1700300)
Research 2   (#1700310)

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)
Repeated Reading (WWC Promising Practice for comprehension)	Not identified as meeting strong, moderate, or promising levels of evidence	Repeated Reading interventions (6 weeks) do not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations from *Providing Reading Interventions for Students in Grades 4–9* support the program, as we integrate them into our work with students: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) • Part 3A. Build students' world and word knowledge so they can make sense of the text, • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read, • Part 3C. Teach students a routine for determining the gist of a short section of text, and • Part 3D. Teach students to monitor their comprehension as they read. Some of the resources that are used to support this work are CommonLit.360, Khanmigo, and Progress Learning. The district will support and monitor implementation of this instructional practice through conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an

		instructional coach or reading endorsed administrator). Strong evidence (FCRR supports fluency instruction to build automaticity for comprehension.) We also work on decoding after the fluency intervention without taking too much time away from classes for which students are receiving high school credit.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		**Verbiage (as needed)**
Repeated Reading (WWC Promising Practice for comprehension)	Not identified as meeting strong, moderate, or promising levels of evidence	Repeated Reading interventions (6 weeks) do not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations from *Providing Reading Interventions for Students in Grades 4–9* support the program, as we integrate them into our work with students: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) • Part 3A. Build students' world and word knowledge so they can make sense of the text, • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read, • Part 3C. Teach students a routine for determining the gist of a short section of text, and • Part 3D. Teach students to monitor their comprehension as they read. Some of the resources that are used to support this work are CommonLit.360, Khanmigo, and Progress Learning. The district will support and monitor implementation of this instructional practice through conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator). Strong evidence (FCRR supports fluency instruction to build automaticity for comprehension.) We also work on decoding after the fluency intervention without taking too

		much time away from classes for which students are receiving high school credit.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Repeated Reading (WWC Promising Practice for comprehension)	Not identified as meeting strong, moderate, or promising levels of evidence	Repeated Reading interventions (6 weeks) do not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations from *Providing Reading Interventions for Students in Grades 4–9* support the program, as we integrate them into our work with students: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) • Part 3A. Build students' world and word knowledge so they can make sense of the text, • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read, • Part 3C. Teach students a routine for determining the gist of a short section of text, and • Part 3D. Teach students to monitor their comprehension as they read. Some of the resources that are used to support this work are CommonLit.360, Khanmigo, and Progress Learning. The district will support and monitor implementation of this instructional practice through conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator). Strong evidence (FCRR supports fluency instruction to build automaticity for comprehension.) We also work on decoding after the fluency intervention without taking too much time away from classes for which students are receiving high school credit.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The MTSS team uses the four-step problem solving process. If Tier 3 interventions are unsuccessful in raising students' reading levels, students may be referred for further testing and possible placement in ESE. The use of more intensified reading interventions to one on one with increased frequency.

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
ELA Standards Alignment	ELA instructors from kindergarten through twelfth grades	This professional learning will help teachers to deepen their understanding of the Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA standards and to equip them with effective instructional strategies that align with the FAST. This training will aim to ensure that teachers can effectively prepare students for success on the FAST assessments.
Root of the Rigor – Assessment Item Creation	ELA instructors from kindergarten through twelfth grades	Professional development for ELA teachers focusing on the Florida Assessment of Student Thinking (FAST) type questions and content will equip educators with the skills to design grade-level appropriate questions aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards. This professional learning will emphasize understanding the FAST assessment's structure, including its computer-adaptive nature and the importance of cognitive complexity levels. Teachers will learn to create questions that match the rigor and format of FAST, ensuring that students are prepared for the types and rigor of items they will encounter.
K12 Lift Data	ELA instructors from kindergarten through twelfth grades	K12 Lift professional learning will empower English teachers by utilizing data-driven insights to enhance instructional effectiveness and student outcomes. The training will provide teachers with

		personalized progress monitoring portfolios that include classroom-level profiles, subgroup growth rates, and individual student data, enabling educators to assess the impact of their instruction and identify areas for improvement. By focusing on learning gains rather than solely on proficiency metrics, K12 Lift encourages teachers to reflect on their practices and implement targeted strategies to support all learners, particularly those who are underserved. This approach will foster a culture of continuous improvement and collective teacher efficacy.
Significant Sentence	ELA instructors from kindergarten through twelfth grades	Learning to exhaust the text, not the teacher. Significant Sentence professional learning is a targeted training approach for English teachers that focuses on enhancing students' reading comprehension and analytical skills by identifying and analyzing key sentences in a text. Teachers learn strategies to guide students in selecting sentences that encapsulate important ideas, themes, or stylistic elements. The method encourages close reading, critical thinking, and text-based discussion, helping students develop deeper understanding and stronger evidence-based writing skills. This PD often includes modeling, collaborative analysis, and practical classroom application.

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.

Professional learning has been identified as an area of need for district instructional staff. This need has been shared with the North East Florida Educational Consortium (NEFEC) to assist the district with providing professional learning that addresses several key areas:

- Understanding the Science of Reading,
- Utilizing the BEST standards book and associated resources,
- Using progress monitoring data and K12 Lift reports to modify and differentiate instruction, and
- Utilize effective instructional techniques to provide more effective and efficient ELA instruction.

Beginning in January 2025, the District introduced instructional staff to the "BC-5." The focus for professional learning in the coming years will be on: explicit instruction, systematic instruction, differentiation, scaffolding, and corrective feedback. The District has identified establishing deep teacher and leader understanding of the B.E.S.T. ELA Standards and explicit instruction as the primary foci for the 2025-26 school year. The foci for 2026-27 is planned to be scaffolding of instruction and improvement of

benchmark common assessments, learning targets and checks for understanding. Potential goals for professional learning in 2027-28 include differentiated instruction and corrective feedback.

Another area of growth is related to Literacy Coach Endorsement. Three of the six literacy coaches in the district have participated in the year-long endorsement program provided by the Florida Department of Education. Through NEFEC, FLDOE, Instructional Coaches, and other programs, teachers have the opportunity to gain professional knowledge in the Science of Reading, BEST ELA standards, and other needed areas to meet students' reading needs. Teachers have the opportunity to earn the Reading Endorsement through the following pathways: UF Flamingo Literacy Matrix, North East Florida Educational Consortium, and the Shultz Center for Teaching and Leadership.

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

Professional learning is differentiated by analyzing progress monitoring data to identify individual teacher needs, such as areas of student deficiency. Teachers will receive targeted support through coaching, professional learning community support, or individualized training provided by instructional coaches or NEFEC support staff that is focused on specific instructional strategies. For those needing additional help, professional learning will be intensified with more frequent coaching cycles, model lessons, and collaborative planning aligned to student data analysis.

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

Mentor teachers are identified based on instructional expertise, leadership qualities, and recommendations from administrators or colleagues. Model classrooms will be established in these teachers' rooms to showcase effective, standards-aligned instruction and best practices associated with the BC-5. These classrooms will be utilized for peer observations, coaching, and learning walks to support ongoing professional growth across the school and district.

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

The District has identified four days throughout the instructional contract year that have been set aside strictly for the purpose of professional learning. Those dates will be utilized to provide the training outlined previously in this section. In addition, principals at each school site will create a schedule for professional learning communities to work through assessment development, lesson plan creation, data analysis, and the four-step problem solving process to improve instruction. These teams will meet at least twice a month.

---

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
NA		

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.

Students in K-12 will be identified as having a substantial reading deficiency if they score at the lowest achievement level on a universal screener and/or progress monitoring assessment (STAR Early Literacy, STAR, Progress Learning, FAST). In addition, teacher input based on observation data, both informal and formal, are collected on a daily basis and used as a form of identification. The MTSS process will also identify through various data those students who continue to show deficiencies in reading.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).
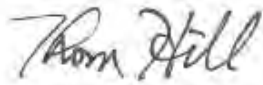
Students that are identified as having a reading deficiency qualify for the New Worlds Reading Initiative. This program is shared with parents/guardians of students who qualify. For the first time, the New Worlds program shared student qualification data with the school system this year. As a result, the District was able to communicate directly with parents and invite them to participate in the program. Every elementary school in the district held family reading nights that included presentations from New World's Staff. The school is open to helping parents complete the application online. Parents are also notified of the scholarships through New World's public outreach, which affords parents the opportunity to receive assistance related to educational materials, tutors, and other resources to help students at home.

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
7H	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.
7H	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.
7H	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.
7H	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
7H	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.

7H	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.
7H	g.	Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
7H	h.	Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
7H	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: *Thom Hill*	Date: 7/17/2025

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

9) Highly Effective Teachers

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

The district prioritizes the assignment of highly effective teachers in kindergarten through grade 3 by implementing a strategic and equitable placement process aligned with s. 1012.34(2)(e), F.S. This statute defines highly effective teachers based on performance evaluations that include student performance data, instructional practice, and professional responsibilities. To support early literacy and foundational skills, the district gives priority to placing these top-performing educators in K–3 classrooms, particularly in schools with historically low achievement or high numbers of students in need of intensive reading instruction. The district also monitors the distribution of highly effective teachers to ensure compliance with state law and equity across campuses, using staffing data and evaluation results to inform hiring and transfer decisions. Processes include annual educational leader meetings in the month of June to analyze student performance at the district, school, and classroom levels. From these analyses, principals meet with school site teams and instructors to shift teaching assignments to comply with this statute.