VPK – Grade 12 Comprehensive Evidence-Based Reading Plan

School Year 2025-2026

Bradford County School District

Mr. Will Hartley
Superintendent

The School Board of Bradford County

Sheila Cummings	**District 1**
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Candace Osteen	**District 4**
Lynn Melvin	**District 5**

Table of Contents

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	Rebecca Ansley	Ansley.rebecca@mybradford.us	904-966-6795
Data Element	Evelyn Chastain	Chastain.Evelyn@mybradford.us	904-966-6035
Third Grade Promotion	Karen Clarke	Clarke.Karen@mybradford.us	904-966-6032
Multi-Tiered System of Supports	Tammy Saxon	Saxon.tammy@mybradford.us	904-966-6014

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial reading deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	**$150,000**	**2**
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps	**$15,000**	
Summer reading camps		
Secondary Expenses		
Literacy coaches	**$75,000**	**1**
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Professional Learning	$17,700	
Estimated Sum of Expenditures	$257,700	

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	1%	0%	87%	88%

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

To improve literacy outcomes for VPK students, the district will implement a multi-faceted approach grounded in student performance data and best practices for early childhood instruction. Based on the analysis of STAR Early Literacy assessment data, VPK students will receive additional targeted literacy instruction tailored to their individual needs, particularly in areas identified as gaps. This targeted support will help address both academic and social-emotional learning challenges that may hinder literacy development.

To strengthen instructional quality, the district reading coach will provide ongoing, job-embedded coaching for VPK teachers. This support will focus on evidence-based literacy strategies, data analysis, and differentiated instruction aligned with student needs.

To ensure accurate assessment data, one-on-one testing will be conducted in environments with minimal distractions, allowing for a more accurate measure of each child's literacy skills. Additionally, the testing window will be strategically expanded to maximize instructional time. Students will be assessed early in the PM1 window and late in the PM3 window, giving teachers additional time to deliver targeted instruction before final assessment.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	24%	22%	42%	44%
1	29%	27%	58%	60%
2	24%	22%	49%	51%
3	11%	10%	68%	69%
4	26%	18%	45%	59%
5	19%	18%	53%	55%
6	10%	9%	61%	62%

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
7	25%	24%	48%	49%
8	28%	26%	40%	42%
9	18%	17%	51%	52%
10	18%	17%	54%	55%

B. Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)
Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

    1. Provide an explanation of the following:

Grades K-6	District Level			School Level	
Data that will be collected and frequency of review	**Collected Data**	**Review Frequency**		**Collected Data**	**Review Frequency**
	FAST/STAR	3 times per year		FAST/STAR	3 times per year
	Student Grades	Quarterly		DIBELS (K-2)	3 times per year
	District Level Data Meetings (Tier 1)	Monthly		Student Grades	Quarterly
	MTSS (Tier 2 and Tier 3 Implementation)	Monthly		T1 Grade Level Data Meetings	Monthly
	Attendance	Monthly		MTSS (Tier 2 and Tier 3 Implementation)	Monthly
	Discipline	Monthly		3rd Grade Portfolio	Quarterly
	Classroom Walkthrough Data	Monthly		Attendance	Monthly
	Computer-based program usage	Monthly		Discipline	Monthly
				Classroom Walkthrough Data	Monthly
				Computer-based program usage	Monthly
Actions for continuous support and improvement	For continuous support and improvement, the District Literacy Leadership Team will communicate, collaborate, critically think and problem-solve to respond and create solutions with the following state education agencies and district contracted vendors: • Just Read, Florida • FLDOE Regional Literacy Director • FLDOE Assessment and Accountability • Florida's PS/RtI Project • Renaissance • Florida Inclusion Network • FCRR • UFLI • Cambium • NEFEC			For continuous support and improvement, the School Literacy Leadership Team will communicate, collaborate, critically think and problem-solve to respond and create solutions with the following state education agencies and district contracted vendors: • District Literacy Leadership Team • Just Read, Florida • FLDOE Regional Literacy Director • FLDOE Assessment and Accountability • Florida's PS/RtI Project • Renaissance • Florida Inclusion Network • FCRR • UFLI • Cambium • NEFEC	

Grades 7-8	District Level			School Level	
Data that will be collected and frequency of review	**Collected Data**	**Review Frequency**		**Collected Data**	**Review Frequency**
	FAST	3 times per year		FAST	3 times per year
	Student Grades	Quarterly		Student Grades	Quarterly
	District Level Data Meetings (Tier 1)	Monthly		Grade Level Data Meetings (Tier 1)	Quarterly
	MTSS (Tier 2 and Tier 3 Implementation)	Monthly		MTSS (Tier 2 and Tier 3 Implementation)	Quarterly
	Attendance	Monthly		Attendance	Monthly
	Discipline	Monthly		Discipline	Monthly
	Classroom Walkthrough Data	Monthly		Classroom Walkthrough Data	Monthly
	Computer-based program usage	Monthly		Computer-based program usage	Monthly
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Grades 9-12	**District Level**			**School Level**	
Data that will be collected and frequency of review	**Collected Data**	**Review Frequency**		**Collected Data**	**Review Frequency**
	FAST/STAR	3 times per year		FAST	3 times per year
	Student Grades	Quarterly		Student Grades	Quarterly
	District Level Data Meetings (Tier 1)	Monthly		Grade Level Data Meetings (Tier 1)	Quarterly
	MTSS (Tier 2 and Tier 3 Implementation)	Monthly		MTSS (Tier 2 and Tier 3 Implementation)	Quarterly
	Attendance	Monthly		Attendance	Monthly
	Discipline	Monthly		Discipline	Monthly
	Classroom Walkthrough Data	Monthly		Classroom Walkthrough Data	Monthly
	Computer-based program usage	Monthly		Computer-based program usage	Monthly

Actions for continuous support and improvement	For continuous support and improvement, the District Literacy Leadership Team will communicate, collaborate, critically think and problem-solve to respond and create solutions with the following state education agencies and district contracted vendors: • Just Read, Florida • FLDOE Regional Literacy Director • FLDOE Assessment and Accountability • Florida's PS/RtI Project • Florida Inclusion Network • FCRR • Cambium • NEFEC	For continuous support and improvement, the School Literacy Leadership Team will communicate, collaborate, critically think and problem-solve to respond and create solutions with the following state education agencies and district contracted vendors: • District Literacy Leadership Team • Just Read, Florida • FLDOE Regional Literacy Director • FLDOE Assessment and Accountability • Florida's PS/RtI Project • Florida Inclusion Network • FCRR • Cambium • NEFEC

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.**

Upon completing the CERP Reflection Tool, we found that the average implementation score across all sections was a 3. Following a group discussion, we identified our priorities in the following order:

1. Literacy Leadership
2. Standards, Curriculum, Instruction, and Intervention
3. Professional Learning
4. Assessment
5. Literacy Coaching

Literacy Leadership

We identified a need for greater dissemination of the CERP throughout the year and more targeted Literacy Leadership meetings. To address this, we will add both CERP dissemination efforts and Literacy Team meetings to the school calendars for the upcoming year. Additionally, the Read-at-Home plans will be shared with teachers at the beginning of the school year to ensure they are referenced during parent conferences.

Standards, Curriculum, Instruction, and Intervention

We aim to strengthen support for Tier 2 and Tier 3 interventions through strategic scheduling and targeted coaching or training for grade-level teams that face challenges with implementation or small-group behavior management. Our goal remains to reduce the number of students in Tier 3 groups.

- **Elementary Level:** District wide grade level Google Classrooms will be created to support collaborative planning around core curriculum and interventions in real-time.
- **Secondary Level:** Tier 2 and Tier 3 interventions are monitored through multiple data sources, including standards-based assessments (e.g., HMH and the School City testing platform), Reading Plus reports, and classroom walkthroughs. Regular data charts and MTSS problem solving meetings

guide instructional adjustments, while follow-up coaching and professional development support fidelity and effectiveness of implementation.

Professional Learning

We recognize the importance of providing Science of Reading training and will implement three differentiated levels of professional learning:

- Training for new teachers
- Training for secondary content area teachers
- Advanced training for experienced ELA teachers

Assessment

This year, we will focus on enhancing the use of formative assessments through the Instructional Focus Boards. Additional checks for understanding will be embedded in grade-level planning guides, and feedback along with suggested resources will be provided during classroom walkthroughs. At the secondary level, time will be scheduled for collaborative discussions centered around formative assessment data.

Literacy Coaching

At this time, we do not anticipate any changes in the area of Literacy Coaching.

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

Principals will monitor implementation of the K-12 CERP through:
• Learning walks based on Bradford's Portrait of Instruction (Practice Profile) and school literacy goals
• Marzano observation walkthroughs
• Discussions during data meetings

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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.**

School-level administrators, Curriculum Resource Teachers, and Literacy/Academic Coaches will use multiple systems to collect assessment data to inform instruction and support the needs of our students. These systems include:
• Renaissance (VPK – 6th)
• Florida Reporting System for Grades 3-10 (FLDOE)
• School City
• FOCUS
• Lexia Power Up (Grades 7-8)
• Reading Plus (Grades 9-12)

The data will be discussed during data and/or MTSS meetings with the teachers.

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

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

      ☒Yes   ☐No

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

N/A

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

The Assistant Superintendent communicates the district literacy coaches' responsibilities to the administration through Principal and Directors meetings. The coaches themselves design implementation of these requirements with the on-site administrators. The literacy coach model information was also emailed to the principals and assistant principals as a reminder.

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

The literacy coaches receive additional professional learning and coaching on any new programs that are implemented. They attend weekly meetings to share progress, next steps, and receive support. The literacy coaches will participate in coaching book studies and other coaching professional learning throughout the school year.

   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?**

Coaches will receive support through the coaching book study, weekly meetings, and the NEFEC Coaching Cadre. Our State Regional Literacy Director also provides support and professional learning as needed.

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

The district monitors the implementation of the literacy coach model through a structured, collaborative process. Having shifted from a school-based model to a district-based approach, the literacy coaching team now operates under direct supervision and oversight from the Coordinator of Professional Learning. Additionally, the Assistant Superintendent meets weekly with the coaching team to review the current work and focus areas, and analyze data. This consistent oversight ensures alignment with district priorities, supports fidelity of implementation, and strengthens the overall effectiveness of the coaching model.

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

The district evaluates the effectiveness of literacy coaches by analyzing student progress on district UFLI assessments, DIBELS, and progress monitoring assessments (PM 1, PM 2, and PM 3) such as STAR Early Literacy, STAR Reading, and FAST, tracking improvements in scores throughout the school year.

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?

Bradford County's strategic plan for literacy is fully aligned with Florida's Formula for Reading Success, ensuring that all students—including students with disabilities and English language learners—receive high-quality, evidence-based reading instruction and support.

As part of our commitment to the Formula's key pillars, the district has adopted HMH Into Reading as our elementary Tier 1 core curriculum. This program is aligned with Florida's B.E.S.T. Standards and integrates all six components of reading through explicit and systematic instruction. Lessons include built-in supports for students with disabilities and English language learners (ELLs). Additionally, our K-2 classrooms implement UFLI Foundations, a structured phonics curriculum aligned with the Formula's emphasis on foundational skills.

In alignment with the Formula's focus on screening and progress monitoring, we utilize FAST ELA, STAR Early Literacy, STAR Reading, and DIBELS to assess students at multiple points throughout the year. Diagnostic tools such as STAR CBM and Amira help identify specific skill gaps for struggling students.

For students who need additional support, we provide Tier 2 interventions using research-based materials like HMH Interventions, SRA, or Magnetic Reading, delivered in small, teacher-led groups. Students demonstrating a substantial deficiency in reading receive Tier 3 Immediate Intensive Intervention, guided by educators who are certified or endorsed in reading or possess a literacy micro-credential, in accordance with state expectations.

At the secondary level, the district uses HMH Into Literature as our Tier 1 curriculum, which is also aligned with B.E.S.T. Standards and supports all learners, including those with disabilities and ELLs. Tier 2 and Tier 3 supports include targeted instruction through HMH Strand Reteach, Lexia PowerUp Literacy, and Reading Plus, along with teacher-directed small group instruction.

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.**

Assessment:
The FAST STAR Early Literacy assessment will be administered during state-assigned testing windows to monitor foundational literacy development and guide instructional planning. Progress Monitoring 1 (PM1) and Progress Monitoring 2 (PM2) results will be reviewed with the site administration, CRT or Reading Coach to identify student strengths and instructional needs, allowing for timely interventions and supports.

Standards:
Teachers will receive targeted professional development throughout the year focused on the *Florida Early Learning and Developmental Standards* for children ages four to kindergarten. These sessions will include a focus on the *Language and Literacy: Emergent Reading* domain to ensure instructional alignment and fidelity across classrooms.

Instruction:
VPK and ESE instruction is standards-based and developmentally appropriate, with differentiation strategies built into daily lessons to meet the varying needs of students. Instructional planning will be guided by data gathered from assessments and aligned with the state standards to address individual student strengths and areas for growth.

Support:
Elementary reading coaches and site-based administrators will work collaboratively with VPK teachers following PM1 and PM2 to analyze student performance data and identify students in need of additional instruction or interventions.

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

Our VPK programs utilize *Big Day for PreK (2015)* as the core comprehensive curriculum. This research-based program provides developmentally appropriate instruction across key domains, including early literacy, mathematics, science, social studies, and social-emotional development.

To strengthen foundational literacy skills, we supplement the core with Heggerty Phonemic Awareness, which offers explicit and systematic instruction in phonological and phonemic awareness.

For additional support in early reading, we incorporate Imagine It! by SRA, which provides structured instruction in emergent literacy, vocabulary, and comprehension strategies.

To enhance individualized learning and digital engagement, we also utilize Age of Learning's My Reading Academy, an adaptive digital platform that supports early reading development through personalized, interactive instruction aligned with foundational reading skills.

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

Students identified as having a substantial deficiency in early literacy skills receive targeted interventions to support their development. Eligible families are notified of the *New Worlds Reading Initiative* to encourage at-home reading engagement and access to free literacy resources.

In the classroom, VPK teachers provide Tier 2 interventions at least three times per week. These sessions are delivered in small-group or individual formats and last approximately 5–8 minutes each. Instruction is focused on specific skill deficits identified through FAST STAR Early Literacy.

Teachers use evidence-based strategies and document student progress to adjust instruction as needed. These interventions are supplemental to core instruction and are designed to close early literacy gaps and build a strong foundation for future reading success.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
Amira	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
IXL Level Up Diagnostic in Real-Time mode	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District modified HMH Assessments (paper-based K-2 or computer-based through the School City platform 2-5)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District created UFLI Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. **Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)**
   Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25(4)(c), F.S.](s. 1008.25(4)(c), F.S.) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

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

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

   - The student is identified as in need of Tier 3 interventions;
   - A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
     - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25(9), F.S.](s. 1008.25(9), F.S.);
     - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25(9), F.S.](s. 1008.25(9), F.S.); or
     - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25(9), F.S.](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.](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 utilizes a comprehensive Multi-Tiered System of Supports (MTSS) to identify and support K–3 students requiring Tier 2 and Tier 3 interventions in reading. Identification is based on data from universal screeners, diagnostic assessments, and classroom performance, ensuring that instructional decisions are data-driven and tailored to student needs.

Universal Screening and Data Sources

All students in grades K–3 are screened using the following universal assessment tools:

- STAR Early Literacy and STAR Reading (Grades K–2)
- FAST ELA Assessments (PM1, PM2, PM3) (Grade 3)
- STAR CBM (K-2) and additional diagnostic tools provide deeper insights into specific areas of need.

- Classroom performance is also a key factor in identifying students who may benefit from targeted support.

Criteria for Tier 2 Interventions

- Grades K–2: Students who score below the 20th percentile on STAR Early Literacy or STAR Reading *and* demonstrate minimal reading competency based on classroom performance are placed in Tier 2 interventions.
- Grade 1: Students who are not able to pass the STAR Reading practice questions and take the STAR Early Literacy Assessment at PM1.
- Grade 3: Students who score below the 30th percentile on PM1 or PM2 of the FAST ELA Assessment qualify for Tier 2 interventions.

Criteria for Tier 3 Interventions

Tier 3 interventions are reserved for students demonstrating significant reading challenges or who are identified as having a Substantial Reading Deficiency (SRD). These students receive intensive support from a teacher or paraprofessional who:

- Holds a literacy micro-credential, or
- Is certified or endorsed in reading.

Students qualifying for Tier 3 interventions include:

- Grades K–2:
  - Students scoring below the 10th percentile on STAR Early Literacy or STAR Reading
  - Students unable to complete STAR practice items
  - Students exhibiting characteristics of dyslexia
  - Students who were retained the previous year
  - Students scoring Level 1 on the prior year's PM3 assessment
  - Students who are not able to pass the STAR Reading practice questions and take the STAR Early Literacy Assessment at PM2 (Grades 1-2)
- Grade 3:
  - Students scoring below the 20th percentile on PM1 or PM2 of FAST ELA
  - Students scoring Level 1 on the 2nd or 3rd grade PM3 assessment
  - Students who were retained the previous year
  - Students exhibiting characteristics of dyslexia
  - Students who scored Level 1 on the prior year's PM 3 Grade 3 FAST ELA Assessment

Role of Diagnostic Assessments

For all students identified for Tier 3 support, diagnostic assessments are administered to pinpoint specific skill deficits and ensure the intervention is appropriately targeted and effective.

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 utilizes a comprehensive, data-informed Multi-Tiered System of Supports (MTSS) to identify students in grades 4–5 who require Tier 2 and Tier 3 interventions in reading. This system ensures early identification, targeted support, and continuous progress monitoring, in alignment with best practices and state literacy requirements.

Identification and Placement Process

1. Data-Informed Screening:
All students in grades 4–5 participate in universal screening using the FAST ELA Assessment (Progress Monitoring 1, 2 and 3). These results, along with diagnostic assessments and classroom performance data, guide placement decisions within the MTSS framework.

Tier 2 Interventions

- Students scoring below the 30th percentile on FAST ELA PM1 or PM2 are identified for Tier 2 reading interventions.
- Supports are delivered in small groups and focus on targeted reading skills in addition to core instruction.

Tier 3 Interventions

Students are identified for Tier 3 interventions if they meet any of the following criteria:

- Score below the 20th percentile on FAST ELA PM1 or PM2
- Scored a Level 1 on the FAST ELA Assessment PM 3 in the previous school year
- Were retained in the previous school year due to reading performance

These students are classified as having a substantial reading deficiency.

Tier 3 services include:

- Intensive, individualized or small group instruction
- Delivered by personnel with a reading endorsement, certification, or literacy micro-credential
- Layered support, with continued access to Tier 2 services

Role of Diagnostic Assessments

For all students identified for Tier 3 support, diagnostic assessments are administered to pinpoint specific skill deficits and ensure the intervention is appropriately targeted and effective.

3. **Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)**
   Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

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

The district follows a multi-step, data-informed process to identify students in grades K–3 who may exhibit characteristics of dyslexia. The goal is early identification and immediate support through evidence-based interventions, including Tier 3 services.

Step 1: Universal Screening

All students in grades K–3 participate in district-wide universal screening assessments, including the FAST Assessment (e.g., STAR Early Literacy, STAR Reading, FAST ELA). Students who meet any of the following risk criteria are flagged for further evaluation:

- Grades K–2: Scoring at or below the 10th percentile on any administration of FAST.
- Grade 3: Scoring at or below the 20th percentile on any administration of FAST.

Step 2: Data-Based Indicators of Risk

In addition to percentile rankings, students demonstrating the following academic challenges may be referred for a dyslexia screener (e.g., STAR CBM or Amira):

- Kindergarten and 1st Grade: Difficulty learning letter names and sounds despite targeted instruction and practice.
- Grades K–2: Inability to pass 2 or more benchmark assessments such as the common UFLI assessments with 50% or higher.
- Grades 2–3: Persistent fluency difficulties, defined as scoring below 70% Words Correct Per Minute on two or more classroom cold read fluency passages.
- Grades K–3: Weaknesses in phonological awareness and/or phonics as indicated by subtest performance on STAR Early Literacy or STAR Reading.

Step 3: Dyslexia Screener Administration

Students who meet any of the above criteria are administered a validated dyslexia screener (e.g., STAR CBM or Amira) to further assess for indicators consistent with dyslexia.

- Amira: Look at the high-risk students on the Dyslexia report.
- STAR CBM: Score is in the Intervention level (red).

Step 4: Intervention and Progress Monitoring

Students identified through the screener as exhibiting characteristics of dyslexia are immediately:

- Placed on an Individual Progress Monitoring Plan (IPMP),
- Provided with Tier 2 and Tier 3 interventions**,** tailored to address specific skill deficits in areas such as phonemic awareness, decoding, and fluency.

The district ensures that all interventions are structured, systematic, and based on the science of reading, with ongoing progress monitoring to adjust instruction as needed.

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

Once a student is identified as potentially displaying characteristics of dyslexia—either through teacher observation, parent concern, or performance on standardized assessments—targeted screening is initiated as soon as possible.

The district utilizes a combination of evidence-based tools to ensure accurate and comprehensive data collection. These screeners include:

- STAR Reading Curriculum-Based Measurement (CBM) – to assess foundational literacy skills, including phonemic awareness, decoding, and fluency.
- Amira Learning – an AI-based reading assessment tool that provides real-time analysis of oral reading fluency and error patterns, as well as a dyslexia indicator.

The selected screener(s) are administered based on the student's grade level, literacy history, and presenting needs. The results are used to inform instructional planning and initiate interventions aligned with dyslexia-specific characteristics.

This approach ensures early identification and supports timely, targeted interventions to address the individual needs of each student.

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

The effectiveness of Tier 1 instruction is monitored through multiple methods to ensure students are receiving high-quality core instruction. STAR and FAST assessments are administered three times a year to track student performance and growth. Additionally, classroom walkthrough observations are conducted to evaluate instructional practices in real time. Progress monitoring data and results from benchmark-based assessments in School City are also reviewed during monthly data chats, allowing educators to analyze student achievement and make informed decisions about instruction. Together, these tools provide a comprehensive view of instructional effectiveness at the Tier 1 level.

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

The effectiveness of Tier 2 interventions is monitored through a structured process that combines curriculum-based assessments, diagnostic tools, and regular progress monitoring to ensure students are responding to the targeted support. Specifically:

- SRA Reading Mastery and Corrective Reading programs include built-in mastery checks every five lessons. These allow educators to frequently assess student understanding and adjust instruction as needed.
- STAR Reading Curriculum-Based Measures (CBM) provide benchmark and ongoing progress-monitoring data to track reading development and evaluate intervention effectiveness.
- UFLI Progress Monitoring tools assess foundational reading skills, helping determine whether students are acquiring critical phonics and decoding strategies.
- iXL Diagnostic Updates deliver real-time insights into student performance across key reading areas, highlighting strengths and gaps for instructional planning.

- STAR Reading assessments are also used periodically to provide standardized data on reading achievement and growth.

Tier 2 progress monitoring assessments will be conducted every 2 to 4 weeks to ensure timely identification of progress or the need for instructional adjustments. This frequent monitoring allows educators to make data-informed decisions and ensure interventions remain targeted and effective for each student.

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

The effectiveness of Tier 3 interventions is monitored through frequent progress monitoring using tools aligned with the specific intervention program. If the intervention includes its own assessment measures, those will be used to track student progress. In the absence of program-specific assessments, we will use the Renaissance STAR Curriculum-Based Measurement (CBM) tools to ensure consistent and reliable tracking. Students will be assessed every 2 weeks, allowing for timely data collection and analysis. This regular monitoring enables us to make informed decisions about instructional adjustments, determine the need for continued support, and modify intervention strategies as necessary to best meet each student's needs.

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:

To be considered on track at the start of the school year, students should meet **one or more** of the following benchmarks based on their grade level:

Kindergarten (Gr. K)

- FAST STAR Early Literacy**:** Level 2 or higher on Progress Monitoring (PM) 1
- AND/OR STAR CBM's: Green
- AND/OR Score 70% or higher on ULFI and HMH assessments (district common assessments)

Grade 1 (Gr. 1)

- FAST STAR Reading**:** Level 2 or higher on PM 1
- AND/OR STAR CBM's: Green
- AND/OR FAST PM 3 (from the end of Kindergarten): Level 3 or higher on FAST STAR Early Literacy or FAST STAR Reading
- AND/OR Score 70% or higher on ULFI and HMH assessments (district common assessments)

Grade 2 (Gr. 2)

- FAST STAR Reading: Level 2 or higher on PM 1
- AND/OR STAR CBM's: Green
- AND/OR FAST PM 3 (from Grade 1): Level 3 or higher on FAST STAR Reading
- AND/OR Score 70% or higher on ULFI and HMH assessments (district common assessments)

Grades 3, 4, and 5

- FAST ELA**:** Level 2 or higher on PM 1
- AND/OR FAST ELA PM 3 (from prior spring): Level 3 or higher
- AND/OR STAR Reading: Level 3 or higher
- AND Score 70% or higher on HMH Reading assessments in School City (district common assessments)

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
- Maintaining grade-level expectations on STAR Early Literacy or STAR Reading and/or FAST score of level 3 or higher
- Student is passing the HMH test (K-2) or HMH Reading tests in the School City platform (3rd – 6th) and/or UFLI Assessments (K-2) with a 70% or higher.
- Student STAR CBM's scores are in the Green.

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

To identify and solve problems and improve the effectiveness of Tier 1 instruction, a multi-faceted, collaborative approach is employed. This begins with standards-based planning and instruction, which

includes the use of crosswalks between standards and curriculum to ensure alignment and coherence. Teachers engage in team planning through Communities of Practice, where they collaboratively identify and address weaknesses in curriculum content and lesson pacing.

Vertical team planning is used to uncover instructional gaps across grade levels, ensuring a more cohesive learning progression for students. Regular data meetings with administrators, instructional coaches, and Curriculum Resource Teachers (CRTs) allow for the analysis of student performance data to guide instructional decisions.

Instructional quality and consistency are further supported through classroom walkthrough observations and post-observation conferences, providing immediate, actionable feedback to educators. Additionally, Instructional Coaching Cycles offer ongoing, job-embedded professional support tailored to individual teacher needs.

Finally, professional learning opportunities are regularly provided to keep educators informed of best practices and emerging instructional strategies. Together, these processes and procedures create a continuous improvement loop that enhances the effectiveness of Tier 1 instruction.

Core Instruction

Name of Program	Year of Program Adoption
HMH Into Reading	2021
UFLI Foundations	2022

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

Grades K-2
- FAST STAR Early Literacy / Reading: Level 2 on PM 2
- AND/OR STAR CBM's: score in the Blue
  - KG – Letter Naming for PM 1 and/or Letter Sounds for PM 2
  - 1st – Expressive Nonsense Words for PM 1 or PM 2 and/or Passage Oral Reading at PM 2
  - 2nd – Passage Oral Reading at PM 1 or PM 2
- AND/OR consistently scores below 70% on district common assessments

Grades 3-5
- FAST ELA: Level 2 on PM 2
- AND/OR STAR Reading: Level 2
- AND/OR consistently scores below 70% on district common assessments

Students who score below the 20th PR on FAST STAR Early Literacy or FAST STAR Reading or below the 30th PR on FAST ELA PM 1 or PM2 will be referred to the problem-solving team to make an appropriate placement for the student.

Tier 1 Instruction + Tier 2 Interventions		

Beginning of Year Data

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

Grades K-2
- Grade K FAST STAR Early Literacy: at 20th PR or below on PM 1
- OR Grade 1 & 2: FAST STAR Reading: at 20th PR or below on PM 1
- OR Grade 1: not able to pass the STAR Reading practice questions and take the STAR Early Literacy Assessment at PM1
- AND/OR FAST PM 3 (from previous year): Level 2 on FAST STAR Reading / STAR Early Literacy
- AND/OR STAR CBM's: score in the Blue
  - KG – Letter Naming for PM 1
  - 1st – Expressive Nonsense Words for PM 1
  - 2nd – Passage Oral Reading at PM 1 or PM 2
- AND/OR consistently scores below 70% on district common assessments

Grades 3-5
- FAST ELA: at 30th PR or below on PM 1
- AND/OR FAST ELA PM 3 (from prior spring): Level 2
- AND/OR STAR Reading Level 2

AND/OR consistently scores below 70% on district common assessments

Number of times per week interventions are provided: 3 – 5 days per week

Number of minutes per intervention session: 15 – 30 minutes

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Magnetic Reading Foundations (Grades K-2)	Moderate	
Magnetic Reading (Grades 3-5)	Moderate	
UFLI Foundations (reteach)	Not identified as meeting strong, moderate or promising levels of evidence.	UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendations, awareness of the segments of sounds in speech and how they link to letters (strong evidence) and teach students to decode words, analyze word parts, and write and recognize words (strong evidence). These recommendations were built into the program through daily phoneme blending and segmentation practice as well as grapheme-phoneme correspondences. The program also meets the recommendation through the blending drills, sound-spelling pattern work, reading and spelling decodable words in isolation and in connected texts. Students also work on irregular words/high-frequency words in

		isolation and in connected texts. Second grade students work with more complex words that include several prefixes and suffixes. The district will support and monitor implementation of this program through classroom walkthroughs and coaching sessions, including professional learning for new and experienced teachers during pre-planning and targeted sessions based on walkthroughs as needed throughout the school year.
Heggerty Phonemic Awareness Curriculum	Not identified as meeting strong, moderate or promising levels of evidence.	Heggerty Phonemic Awareness Curriculum does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation, Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence). This recommendation was built into the program as students learn to recognize and manipulate segments of sound in speech through practice with onsets, blending, phonemes, and segmenting. The district will support and monitor implementation of this program by conducting walkthroughs and data chats, including professional learning and/or coaching cycles by the Literacy Coaches or CRTs.
SRA Reading Mastery	Promising	
Corrective Reading	Promising	
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 WWC 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 the FCRR Student Centers, iXL group jams, trade books, and CommonLit.org. The district will support and monitor implementation of this instructional practice through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.
Amira	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, if used instead of or in addition to programs above.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
SRA Language for Learning	Not identified as meeting strong,	SRA Language for Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills

	moderate or promising levels of evidence.	to Support Reading for Understanding in Kindergarten Through 3rd Grade IES Practice Guide, Recommendation: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (has a rationale). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades, Recommendations: 3. Provide extensive and varied vocabulary instruction (promising) and 4. Develop academic English (has a rationale). These recommendations were built into the program by teaching basic language and vocabulary with repetition and visual supports. The district will support and monitor implementation of this program by MTSS documentation and walkthroughs, including coaching cycles or CRT/Literacy Coaching support for professional learning.

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Amira (with native language support)	Promising	

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

Within the programs listed above, the students have opportunities to use the following multisensory strategies:

- Manipulation of letters and words
- Elkonin boxes
- Bead strings for phonemic awareness
- Writing using dry erase boards
- Auditory responses
- Magnetic letters
- Using manipulatives to break apart and put together words

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

Grades K-2

- FAST STAR Early Literacy / Reading: at 20th PR or below on PM 1 or PM 2
- AND/OR STAR CBM's: score in the Red
  - KG – Letter Naming for PM 1 and/or Letter Sounds for PM 2
  - 1st – Expressive Nonsense Words for PM 1 or PM 2 and/or Passage Oral Reading at PM 2
  - 2nd – Passage Oral Reading at PM 1 or PM 2
- AND/OR consistently scores below 50% on district common assessments
- AND/OR Students who are not able to pass the FAST STAR Reading practice questions and take the FAST STAR Early Literacy Assessment at PM2 (Grades 1-2)

Grades 3-5

- FAST ELA: at 20th PR or below on PM 2
- AND/OR STAR Reading: Level 1
- AND/OR consistently scores below 50% on district common assessments

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:
Grades K-2

- Students scoring below the 10th percentile on FAST STAR Early Literacy or FAST STAR Reading
- AND/OR Students unable to complete FAST STAR practice items
- AND/OR Students exhibiting characteristics of dyslexia
- AND/OR Students who were retained the previous year
- AND/OR Students scoring Level 1 on the prior year's FAST PM3 assessment
- AND/OR STAR CBM's: score in the Red
  - KG – Letter Naming for PM 1
  - 1st – Expressive Nonsense Words for PM 1
  - 2nd – Passage Oral Reading at PM 1

Grades 3-5
- FAST ELA: at 20th PR or below
- AND/OR FAST ELA PM 3 (from prior spring): Level 1
- AND/OR Students who were retained the previous year
- AND/OR Students exhibiting characteristics of dyslexia

Number of times per week interventions are provided: 2-3 days per week

Number of minutes per intervention session: 15 – 20 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.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Magnetic Reading (Grades 3-5)	Moderate	
SRA Early Reading Tutor	Not identified as meeting strong, moderate or promising levels of evidence.	SRA Early Reading Tutor does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade WWC Practice Guide, Recommendation: Develop awareness of the segments of sound in speech and how they link to letters (strong Evidence). These recommendations were built into the program by having the students isolate phonemes, segment words, and blend sounds or words each day building as the student progresses. There is a continuous review of the sounds and words learned. The district will support and monitor implementation of this program by MTSS documentation and walkthroughs, including coaching cycles or CRT/Literacy Coaching support for professional learning.
UFLI Foundations (reteach) Grades 3-5	Not identified as meeting strong, moderate or promising	UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 WWC Practice Guide. Recommendations: build students' decoding skills so they can read

	levels of evidence.	complex multisyllabic words (strong evidence) and provide purposeful fluency-building activities to help students read effortlessly (strong evidence). The program meets the recommendation through the blending drills, sound-spelling pattern work, reading and spelling decodable words in isolation and in connected texts. Students also work on irregular words/high-frequency words in isolation and in connected texts. As students progress they work with more complex words that include several prefixes and suffixes. The district will support and monitor implementation of this program through classroom walkthroughs and coaching sessions, including professional learning for new and experienced teachers during pre-planning and targeted sessions based on walkthroughs as needed throughout the school year.
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.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
SIPPS	Moderate	
Edmark (Print version)	Not identified as meeting strong, moderate or promising levels of evidence.	Edmark Reading Program does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade WWC Practice Guide, Recommendation: 3. Teach students to decode words, analyze word parts, and write and recognize words (strong evidence) and 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 helping students to recognize words often seen in texts and practicing those words in connected text. The district will support and monitor implementation of this program by MTSS documentation and walkthroughs, including coaching cycles or CRT/Literacy Coaching support for professional learning.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
SRA Language for Learning	Not identified as meeting strong, moderate or promising levels of evidence.	SRA Language for Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade IES Practice Guide, Recommendation: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (has a rationale). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades, Recommendations: 3. Provide extensive and varied vocabulary instruction (promising) and 4. Develop academic English (has a rationale). These recommendations were built into the program by teaching basic language and vocabulary with repetition and visual supports. The district will

		support and monitor implementation of this program by MTSS documentation and walkthroughs, including coaching cycles or CRT/Literacy Coaching support for professional learning.

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

Within the programs listed above, the students have opportunities to use the following multisensory strategies:

- Manipulation of letters and words
- Elkonin boxes
- Bead strings for phonemic awareness
- Writing using dry erase boards
- Auditory responses
- Magnetic letters
- Using manipulatives to break apart and put together words

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

To ensure the effectiveness of Tier 3 interventions, our district has implemented a structured and data-driven problem-solving process. Each school holds quarterly MTSS (Multi-Tiered System of Supports) meetings where educators collaboratively review Tier 3 student progress, identify challenges, and adjust interventions accordingly.

Students receiving Tier 3 support are monitored biweekly using curriculum-based measures (CBMs) and/or program-specific assessments. This frequent progress monitoring allows teams to collect timely, actionable data. When intervention programs include built-in assessments, those tools are used to track student growth. If not, we rely on the Renaissance STAR CBM tools, which provide consistent and reliable data aligned with students' instructional goals.

Collected data is analyzed during both the biweekly progress reviews and quarterly MTSS meetings to evaluate the effectiveness of the interventions, determine whether students are making adequate progress, and make decisions about intensifying, modifying, or fading supports. This systematic, ongoing cycle of data collection, analysis, and adjustment ensures that interventions are responsive to student needs and aligned with best practices for accelerating learning.

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: We hold the Summer Reading Camp in the month of June on Monday through Friday from 8:00 – 2:00. We give the alternative assessment on the last day of camp. Below is the approximate schedule for each day. 8:00 – 8:15 – Finish breakfast and prepare for class 8:15 – 8:55 – UFLI Foundations - phonological awareness and phonics instruction 8:55 – 9:55 – Magnetic Reading – Comprehension instruction 10:00 – 10:30 – Syllabication and fluency instruction and practice 10:30 – 10:55 – Read aloud – fluency modeled, oral language, vocabulary, and comprehension practice 11:00 – 11:30 – recess 11:30 – 12:00 – Lunch 12:00 – 1:00 – Small group instruction based on student needs 1:00 – 1:30 – Explicit Vocabulary instruction – focused on 3rd grade academic words 1:30 – 1:50 – Independent reading practice 1:50 – 2:00 – clean up and dismissal
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): **Magnetic Reading** – Moderate ESSE Rating **UFLI Foundations -** UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following 2 IES Practice Guide recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade IES Practice Guide. Recommendations: awareness of the segments of sounds in speech and how they link to letters (strong evidence) and teach students to decode words, analyze word parts, and write and recognize words (strong evidence). These recommendations were built into the program through daily phoneme blending and segmentation practice as well as grapheme-phoneme correspondences. The program also meets the recommendation through the blending drills, sound-spelling pattern work, reading and spelling decodable words in isolation and in connected texts. Students also work on irregular words/high-frequency words in isolation and in connected texts. Second grade students work with more complex words that include several prefixes and suffixes. The district will support and monitor implementation of this program through classroom walkthroughs and coaching sessions, including professional learning for new and experienced

teachers during pre-planning and targeted sessions based on walkthroughs as needed throughout the school year.

Alternative Assessment Used:

SAT-10

Additional Information (optional):

All teachers in the program are highly effective teachers who are endorsed or certified in reading. The Paraprofessional that supports the teachers also has a literacy micro-credential.

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.

Grade 6				
Grade 6 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	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grade 6) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
District STAR Reading	☒ Grade 6 ☒ 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 Reading	☐ Grade 6 ☐ 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
IXL Level Up Diagnostic in Real-Time mode	☒ Grade 6 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District modified HMH Assessments (computer-based through the School City platform)	☒ Grade 6 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative

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

The district utilizes a comprehensive, data-informed Multi-Tiered System of Supports (MTSS) to identify students in grade 6 who require Tier 2 and Tier 3 interventions in reading. This system ensures early identification, targeted support, and continuous progress monitoring, in alignment with best practices and state literacy requirements.

Identification and Placement Process

1. Data-Informed Screening:
All students in grade 6 participate in universal screening using the FAST ELA Assessment (Progress Monitoring 1, 2 and 3). These results, along with diagnostic assessments and classroom performance data, guide placement decisions within the MTSS framework.

Tier 2 Interventions

- Students scoring below the 30th percentile on FAST ELA PM1 or PM2 are identified for Tier 2 reading interventions.
- Supports are delivered in small groups and focus on targeted reading skills in addition to core instruction.

Tier 3 Interventions

Students are identified for Tier 3 interventions if they meet any of the following criteria:

- Score below the 20th percentile on FAST ELA PM1 or PM2
- Scored a Level 1 on the FAST ELA Assessment in the previous school year
- Were retained in the previous school year due to reading performance

These students are classified as having a substantial reading deficiency.

Tier 3 services include:

- Intensive, individualized or small group instruction
- Delivered by personnel with a reading endorsement, certification, or literacy micro-credential
- Layered support, with continued access to Tier 2 services

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

The effectiveness of Tier 1 instruction is monitored through multiple methods to ensure students are receiving high-quality core instruction. STAR and FAST assessments are administered three times a year to track student performance and growth. Additionally, classroom walkthrough observations are conducted to evaluate instructional practices in real time. Progress monitoring data and results from benchmark-based assessments in School City are also reviewed during monthly data chats, allowing educators to analyze student achievement and make informed decisions about instruction. Together, these tools provide a comprehensive view of instructional effectiveness at the Tier 1 level.

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

The effectiveness of Tier 2 interventions is monitored through a structured process that combines curriculum-based assessments, diagnostic tools, and regular progress monitoring to ensure students are responding to the targeted support. Specifically

- STAR Reading Curriculum-Based Measures (CBM) provide benchmark and ongoing progress-monitoring data to track reading development and evaluate intervention effectiveness.
- iXL Diagnostic Updates deliver real-time insights into student performance across key reading areas, highlighting strengths and gaps for instructional planning.
- STAR Reading assessments are also used periodically to provide standardized data on reading achievement and growth.

Tier 2 progress monitoring assessments will be conducted every 2 to 4 weeks to ensure timely identification of progress or the need for instructional adjustments. This frequent monitoring allows educators to make data-informed decisions and ensure interventions remain targeted and effective for each student.

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

The effectiveness of Tier 3 interventions is monitored through frequent progress monitoring using tools aligned with the specific intervention program. If the intervention includes its own assessment measures, those will be used to track student progress. In the absence of program-specific assessments, we will use the Renaissance STAR Curriculum-Based Measurement (CBM) tools to ensure consistent and reliable tracking. Students will be assessed every 2 weeks, allowing for timely data collection and analysis. This regular monitoring enables us to make informed decisions about instructional adjustments, determine the need for continued support, and modify intervention strategies as necessary to best meet each student's needs.

Grades 6 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data

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

- FAST ELA**:** Level 2 or higher on PM 1
- AND/OR FAST ELA PM 3 (from prior spring): Level 3 or higher
- AND/OR STAR Reading: Level 3 or higher
- AND/OR Score 70% or higher on HMH Reading assessments in School City (district common assessments)

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- Maintaining grade-level expectations on STAR Reading and/or FAST score of level 3 or higher
- Student is passing the HMH Reading tests in the School City platform with a 70% or higher.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
To identify and solve problems and improve the effectiveness of Tier 1 instruction, a multi-faceted, collaborative approach is employed. This begins with standards-based planning and instruction, which includes the use of crosswalks between standards and curriculum to ensure alignment and coherence. Teachers engage in team planning through Communities of Practice, where they collaboratively identify and address weaknesses in curriculum content and lesson pacing.

Vertical team planning is used to uncover instructional gaps across grade levels, ensuring a more cohesive learning progression for students. Regular data meetings with administrators, instructional coaches, and Curriculum Resource Teachers (CRTs) allow for the analysis of student performance data to guide instructional decisions.

Instructional quality and consistency are further supported through classroom walkthrough observations and post-observation conferences, providing immediate, actionable feedback to educators. Additionally, Instructional Coaching Cycles offer ongoing, job-embedded professional support tailored to individual teacher needs.

Finally, professional learning opportunities are regularly provided to keep educators informed of best practices and emerging instructional strategies. Together, these processes and procedures create a continuous improvement loop that enhances the effectiveness of Tier 1 instruction.

Core Instruction

Name of Program	Year of Program Adoption
HMH Into Literature	2021

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
- FAST ELA: Level 2 on PM 2
- AND/OR STAR Reading: Level 2
- AND/OR consistently scores below 70% on district common assessments

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • FAST ELA: at 30th PR or below on PM 1 • AND/OR FAST ELA PM 3 (from prior spring): Level 2 • AND/OR STAR Reading Level 2 • AND/OR consistently scores below 70% on district common assessment		
Number of times per week interventions are provided: 3-5 days **Number of minutes per intervention session:** 15 – 20 minutes **Course(s) where interventions take place:** 6th grade ELA block		
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.**		
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 WWC 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 the iXL group jams, trade books, and CommonLit.org. The district will support and monitor implementation of this instructional practice through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.
UFLI Foundations (reteach)	Not identified as meeting strong, moderate or promising levels of evidence.	UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 WWC Practice Guide. Recommendations: build students' decoding skills so they can read complex multisyllabic words (strong evidence) and provide purposeful fluency-building activities to help students read effortlessly (strong evidence). The program meets the recommendation through the blending drills, sound-spelling pattern work, reading and spelling decodable words in isolation and in connected texts. Students also work on irregular words/high-frequency words in isolation and in connected texts. As students progress they work with more complex words that include several prefixes and suffixes. The district will support and monitor implementation of this program through classroom walkthroughs and coaching sessions, including professional learning for new and experienced teachers during pre-planning and targeted sessions based on walkthroughs as needed throughout the school year.

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.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Vocabulary Instructional Practice	Not identified as meeting strong, moderate or promising levels of evidence.	Vocabulary Instructional Practice does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in the Elementary and Middle School, Recommendation 1. Teach a set of academic vocabulary words intensively across several days using a variety of instruction activities (strong evidence). This recommendation allows English Language Learners additional practice on the vocabulary currently being taught in Tier 1 through multiple types of activities. Some of the resources that are used to support this work are the FCRR Student Centers and iXL. The district will support and monitor implementation of this program through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.

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

- FAST ELA: at the 20th PR or below on PM1 or PM2
- AND/OR STAR Reading: Level 1
- AND/OR consistently scores below 50% on district common assessments

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: • FAST ELA: at 20th PR or below on PM 1 • AND/OR FAST ELA PM 3 (from prior spring): Level 1 • AND/OR Students exhibiting characteristics of dyslexia •		
Number of times per week interventions are provided: 2-3 days **Number of minutes per intervention session:** 15 – 20 minutes **Course(s) where interventions take place:** Resource or ELA block		
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.**		
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 WWC 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 the iXL group jams, trade books, and CommonLit.org. The district will support and monitor implementation of this instructional practice through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
SIPPS	Moderate	
SRA Corrective Reading - Elementary	Promising	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

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

To ensure the effectiveness of Tier 3 interventions, our district has implemented a structured and data-driven problem-solving process. Each school holds quarterly MTSS (Multi-Tiered System of Supports) meetings where educators collaboratively review Tier 3 student progress, identify challenges, and adjust interventions accordingly.

Students receiving Tier 3 support are monitored biweekly using curriculum-based measures (CBMs) and/or program-specific assessments. This frequent progress monitoring allows teams to collect timely, actionable data. When intervention programs include built-in assessments, those tools are used to track student growth. If not, we rely on the Renaissance STAR CBM tools, which provide consistent and reliable data aligned with students' instructional goals.

Collected data is analyzed during both the biweekly progress reviews and quarterly MTSS meetings to evaluate the effectiveness of the interventions, determine whether students are making adequate progress, and make decisions about intensifying, modifying, or fading supports. This systematic, ongoing cycle of data collection, analysis, and adjustment ensures that interventions are responsive to student needs and aligned with best practices for accelerating learning.

Grades 7-8				

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 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
HMH Growth Monitoring Assessment	☒ 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
Lexi PowerUp Literacy Diagnostic	☒ 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
Heggerty Phonemic Awareness Assessment	☒ 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

CORE Phonics Survey	☒ 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
SIPPS Placement Test	☒ 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
District modified HMH Assessments (computer-based through the School City or HMH platform)	☒ 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

11. Describe the district's process (e.g., MTSS) for identifying grades 7-8 students in need of Tier 2/Tier 3 interventions.

The district utilizes a comprehensive, data-informed Multi-Tiered System of Supports (MTSS) to identify students in grades 7-8 who require Tier 2 and Tier 3 interventions in reading. This system ensures early identification, targeted support, and continuous progress monitoring, in alignment with best practices and state literacy requirements.

Identification and Placement Process

1. Data-Informed Screening:
All students in grades 7-8 participate in universal screening using the FAST ELA Assessment (Progress Monitoring 1, 2 and 3). These results, along with diagnostic assessments and classroom performance data, guide placement decisions within the MTSS framework.

Tier 2 Interventions

- Students scoring below the 20th percentile on FAST ELA PM1 or PM2 are identified for Tier 2 reading interventions.
- Supports are delivered in small groups and focus on targeted reading skills in addition to core instruction.

Tier 3 Interventions

Students are identified for Tier 3 interventions if they meet any of the following criteria:

- Scored a Level 1 on the FAST ELA Assessment PM 3 in the previous school year

Tier 3 services include:

- Intensive, individualized or small group instruction
- Delivered by personnel with a reading endorsement, certification, or literacy micro-credential
- Layered support, with continued access to Tier 2 services

Role of Diagnostic Assessments

For all students identified for Tier 3 support, diagnostic assessments are administered to pinpoint specific skill deficits and ensure the intervention is appropriately targeted and effective.

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

The effectiveness of Tier 1 instruction is monitored through multiple methods to ensure students are receiving high-quality core instruction. HMH Growth Monitoring and FAST assessments are administered three times a year to track student performance and growth. Additionally, classroom walkthrough observations are conducted to evaluate instructional practices in real time. Progress monitoring data and results from benchmark-based assessments are also reviewed during monthly data chats, allowing educators to analyze student achievement and make informed decisions about instruction. Together, these tools provide a comprehensive view of instructional effectiveness at the Tier 1 level.

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

The effectiveness of Tier 2 interventions is monitored using multiple data sources and ongoing progress checks to ensure students are receiving the support they need. Standards-based assessments from HMH and/or School City are administered regularly to measure student growth and determine whether targeted instruction is closing skill gaps. Additionally, classroom walkthroughs are conducted to observe implementation fidelity and instructional practices. Data chats are held with teachers to review student performance, analyze trends, and make data-informed decisions about continuing, modifying, or intensifying interventions as needed.

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

The effectiveness of Tier 3 interventions is monitored through a comprehensive, collaborative approach. Schools conduct regular data meetings and/or MTSS problem-solving meetings to review student progress, analyze intervention outcomes, and make data-driven decisions about instructional adjustments. Additionally, classroom walkthroughs are conducted by district staff, school-based administrators, and instructional coaches to observe the implementation of interventions. When needed, these observations are followed by targeted instructional coaching and professional development to support fidelity of implementation and strengthen teacher practice. This multi-tiered monitoring system ensures interventions are responsive to student needs and aligned with best practices.

Grades 7-8 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
- FAST ELA PM 3 (from prior spring): Level 3 or higher
- AND/OR FAST ELA Level 2 or greater on PM 1
-

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- Maintaining FAST score of level 3 or higher
- AND/OR Student is passing the HMH in the HMH or School City Platform with a 70% or higher.

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

To identify and address challenges in Tier 1 instruction, a comprehensive set of procedures is in place to ensure continuous improvement and effectiveness. Instruction begins with standards-based planning and delivery to maintain alignment with grade-level expectations. Teachers engage in collaborative team planning through Communities of Practice, where they analyze student data and instructional outcomes to identify gaps in the curriculum and adjust pacing as needed.

Walkthrough observations by administrators and instructional staff provide ongoing insight into instructional delivery and classroom practices. These observations are followed by post-observation conferences, where actionable feedback is shared with teachers to support refinement of their instructional strategies.

Regular data meetings with school administration and/or academic coaches are held to review student performance and determine areas in need of instructional support or enrichment. These meetings often inform targeted instructional coaching, which is provided as part of a district-supported coaching model to promote best practices and improve teacher effectiveness.

Additionally, professional learning opportunities are offered based on identified needs, ensuring that educators continue to grow in their instructional skills and are equipped with the tools needed to deliver high-quality Tier 1 instruction to all students.

Core Instruction	
Name of Program	**Year of Program Adoption**
HMH Into Literature	2021

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
- FAST ELA Level 1 on PM1 or PM2
- AND/OR consistently scores below 70% on common assessments

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • FAST ELA PM 3 (from prior spring): Level 2 • AND/OR Score approaching grade level on the HMH Growth Monitoring Assessment		
Number of times per week interventions are provided: 2-3 times per week **Number of minutes per intervention session:** 10-15 minutes **Course(s) where interventions take place:** ELA and/or Intensive Reading		
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.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp Literacy	Promising	
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 WWC 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 the iXL group jams, trade books, and CommonLit.org. The district will support and monitor implementation of this instructional practice through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
UFLI Foundations (reteach)	Not identified as meeting strong, moderate or promising levels of evidence.	UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 WWC Practice Guide. Recommendations: build students' decoding skills so they can read complex multisyllabic words (strong evidence) and provide purposeful fluency-building activities to help students read effortlessly (strong evidence). The program meets the recommendation through the blending drills, sound-spelling pattern work, reading and spelling decodable words in isolation and in connected texts. Students also work on irregular words/high-frequency words in isolation and in connected texts. As students' progress they work with more complex words that include several prefixes

and suffixes. The district will support and monitor implementation of this program through classroom walkthroughs and coaching sessions, including professional learning for new and experienced teachers during pre-planning and targeted sessions based on walkthroughs as needed throughout the school year.		
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Vocabulary Instructional Practice	Not identified as meeting strong, moderate or promising levels of evidence.	Vocabulary Instructional Practice does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in the Elementary and Middle School, Recommendation 1. Teach a set of academic vocabulary words intensively across several days using a variety of instruction activities (strong evidence). This recommendation allows English Language Learners additional practice on the vocabulary currently being taught in Tier 1 through multiple types of activities. Some of the resources that are used to support this work are the FCRR Student Centers and iXL. The district will support and monitor implementation of this program through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.

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

- FAST ELA is at the 20th PR or below on PM1 or PM2
- AND/OR consistently scores below 50% on common assessments.

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: • FAST ELA PM 3 (from prior spring): Level 1 • AND/OR Score below grade level on the HMH Growth Monitoring Assessment		
Number of times per week interventions are provided: Daily **Number of minutes per intervention session:** 30 minutes **Course(s) where interventions take place:** Intensive Reading		
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.**		
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 WWC 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 the iXL group jams, and CommonLit.org. The district will support and monitor implementation of this instructional practice through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.
UFLI Foundations (reteach)	Not identified as meeting strong, moderate or promising levels of evidence.	UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 WWC Practice Guide. Recommendations: build students' decoding skills so they can read complex multisyllabic words (strong evidence) and provide purposeful fluency-building activities to help students read effortlessly (strong evidence). The program meets the recommendation through the blending drills, sound-spelling pattern work, reading and spelling decodable words in isolation and in connected texts. Students also work on irregular words/high-frequency words in isolation and in connected texts. As students progress they work with more complex words that include several prefixes and suffixes. The district will support and monitor implementation of this program through classroom walkthroughs and coaching sessions, including professional learning for new and experienced teachers during pre-planning and targeted sessions based on walkthroughs as needed throughout the school year.

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)**
SIPPS	Moderate	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

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

To identify and solve problems that improve the effectiveness of Tier 3 interventions, a multi-step process is in place. MTSS meetings are regularly held between teachers and administrators to review both qualitative and quantitative student progress, allowing for collaborative problem-solving and data-driven decisions. Weekly assessment data is analyzed to determine whether current interventions are effective, need additional time, or require adjustments to better target individual student needs. Literacy walkthroughs are conducted by administrators and the Literacy Coach to observe the fidelity of implementation, ensuring that interventions are being delivered as intended. Additionally, instructional coaching cycles are used to support teachers with planning, modeling, and refining Tier 3 interventions. These coaching cycles provide ongoing, job-embedded professional learning to improve instructional practices and address identified challenges. Together, these procedures ensure timely identification of issues and continuous improvement of Tier 3 support.

Grades 9-12

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

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?**
HMH Growth Monitoring Assessment	☐ 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
Reading Plus Diagnostic	☒ 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
Heggerty Phonemic Awareness Assessment	☒ 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
CORE Phonics Assessment	☒ 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 uses a data-driven Multi-Tiered System of Supports (MTSS) framework to identify and support students in grades 9–12 who require additional intervention in reading. The primary screening tool is the previous year's PM3 FAST ELA Assessment, and placement decisions are made based on student performance:

- Grades 9–10:
    - Students who score a Level 2 on the previous year's PM3 FAST ELA Assessment are identified for Tier 2 interventions. These students receive targeted support aimed at addressing specific skill gaps while continuing with core instruction.
    - Students who score a Level 1 on the previous year's PM3 FAST ELA Assessment are placed in Tier 3 Intensive Reading interventions, receiving more frequent and individualized instruction delivered by teachers who are certified or endorsed in reading or have earned a literacy micro-credential**.**
- Grades 11–12:
    - Students who score a Level 1 or 2 on the previous year's PM3 FAST ELA Assessment (or the 10th grade PM 3 FAST ELA assessment) are placed directly into Tier 3 Intensive Reading interventions. These interventions are delivered by educators with a reading endorsement, certification, or literacy micro-credential**,** ensuring instruction is aligned with best practices for struggling readers at the secondary level.

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

The effectiveness of Tier 1 instruction is monitored through multiple data sources and ongoing collaborative practices. FAST Assessments are administered three times a year to evaluate student progress and identify trends in core instruction. In addition, regular classroom walkthrough observations are conducted by administrators and instructional coaches to assess instructional delivery, student engagement, and alignment to grade-level standards. Data chats are held to review progress monitoring results and classroom assessment data, allowing teachers and school leaders to identify strengths and address instructional gaps. This continuous cycle of assessment, observation, and data-driven discussion ensures that Tier 1 instruction remains responsive to student needs and aligned to high-quality instructional practices.

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

The effectiveness of Tier 2 interventions is monitored through regular data meetings with school administrators and/or the Literacy Coach/CRT. During these meetings, student progress is carefully reviewed to determine if the interventions are producing the intended outcomes. One key source of data used in this process is the Reading Plus program, which provides detailed reports on student reading progress. These reports help educators track growth in comprehension, vocabulary, and reading efficiency, enabling timely adjustments to instruction and intervention strategies when needed.

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

The effectiveness of Tier 3 interventions is monitored through a combination of data analysis and collaborative review. Regular data meetings with administration and/or the Literacy Coach/CRT are held to evaluate student progress and determine whether interventions are being implemented with fidelity and yielding the desired outcomes. In addition, Reading Plus reports are reviewed consistently to track individual student growth, identify areas of continued need, and inform instructional adjustments. This ongoing monitoring ensures that interventions remain targeted, responsive, and effective in addressing each student's specific literacy challenges.

Grades 9-12 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
- FAST ELA PM 3 (from prior spring): Level 3 or higher
-

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- Student is maintaining FAST ELA Level 3 or higher
- AND/OR Student is passing the HMH Reading Assessments with a 70% or higher.
- AND/OR Fulfillment of state graduation requirement from reading and writing assessment

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?

To identify and solve problems related to the effectiveness of Tier 1 instruction and curriculum, the school implements a multi-layered system of support and continuous improvement. Instruction is grounded in standards-based planning to ensure alignment with grade-level expectations. Teachers engage in regular team planning through Communities of Practice to collaboratively review lesson pacing, identify gaps or weaknesses in the curriculum, and adjust instructional strategies as needed.

Ongoing walkthrough observations by administrators and instructional coaches provide real-time insights into classroom practices. These observations are followed by post-observation conferences, where feedback is discussed and action steps are developed to refine instruction.

Regular data meetings with administration and/or academic coaches are held to analyze student performance data and assess the impact of instructional strategies. This data-driven approach helps pinpoint areas in need of adjustment and supports timely interventions.

An instructional coaching model is in place to provide personalized, job-embedded professional support for teachers, focusing on instructional delivery, classroom management, and effective use of curriculum resources. Additionally, professional learning opportunities are offered to build teacher capacity and address identified areas of need, ensuring that Tier 1 instruction remains responsive, rigorous, and effective for all students.

Core Instruction	
Name of Program	**Year of Program Adoption**
HMH Into Literature	2021

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
- FAST ELA Level 2 on PM1 or PM2
- AND/OR consistently scores 70% on common assessments.

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		

Students who meet the following criteria at the beginning of the school year:
    • Grades 9-11: FAST ELA PM 3 (from prior spring): Level 1
    • Grade 12: FAST ELA retake Level 1.		

Number of times per week interventions are provided: 2-3 days **Number of minutes per intervention session:** 10-15 minutes **Course(s) where interventions take place:** ELA and/or Intensive Reading		
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.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Reading Plus	Strong	
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 WWC 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 the iXL group jams, and CommonLit.org. The district will support and monitor implementation of this instructional practice through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
SIPPS	Moderate	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Vocabulary Instructional Practice	Not identified as meeting strong, moderate or promising levels of evidence.	Vocabulary Instructional Practice does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in the Elementary and Middle School, Recommendation 1. Teach a set of academic vocabulary words intensively across several days using a variety of instruction activities (strong evidence). This recommendation allows English Language Learners additional practice on the vocabulary currently being taught in Tier 1 through multiple types of activities. Some of the resources that are used to support this work are the FCRR Student Centers and iXL. The district will support and monitor implementation of this

		program through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • FAST ELA is a level 1 on PM1 or PM 2		

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: • Grades 9-11: FAST ELA Level 1 on the previous year's PM3 • Grade 12: FAST ELA retake Level 1.		
Number of times per week interventions are provided: Daily **Number of minutes per intervention session:** 30 minutes **Course(s) where interventions take place:** Intensive Reading		
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.**		
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 WWC 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 the iXL group jams, and CommonLit.org. The district will support and monitor implementation of this instructional practice through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Edmark (Print version)	Not identified as meeting strong, moderate or promising levels of evidence.	Edmark Reading Program does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 WWC Practice Guide. Recommendations: build students' decoding skills so they can read complex multisyllabic words (strong evidence) and provide purposeful fluency-building activities to help students read effortlessly (strong evidence). These recommendations were built into the program by helping students to recognize words often seen in texts and practicing those words in connected text. The district will support and monitor implementation of this program by MTSS documentation and walkthroughs, including coaching cycles or CRT/Literacy Coaching support for professional learning.

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

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

To identify and address challenges in Tier 3 interventions and improve their effectiveness, the school implements a multi-faceted problem-solving process. Site-based MTSS (Multi-Tiered System of Supports) meetings are conducted regularly and include collaboration among teachers, administrators, and the ESE (Exceptional Student Education) department. These meetings focus on reviewing both qualitative and quantitative student data to monitor progress and determine necessary adjustments to interventions.

In addition, administrators conduct literacy walkthroughs with a focus on fidelity of implementation. These observations help ensure that interventions are being delivered as intended and provide opportunities to identify areas for support or refinement.

Ongoing data analysis from weekly assessments also plays a critical role. This data helps determine if an intervention is effective, if additional time is needed, or if the intervention should be modified to better meet the student's needs. This continuous cycle of review and refinement ensures that Tier 3 interventions are targeted, responsive, and aligned to student progress.

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

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

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

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

Name of Professional Learning	Target Audience	Description
Task Analysis Common Assessment	Grade Level K-12 Content Area Teachers	Weekly Communities of Practice that discussion curriculum and assessment data in order to make data informed instructional decisions.
UFLI Introduction and Advanced	K-2 teachers	New K-2 teachers will receive initial training from our K-2 Literacy Coach. Experienced and new teachers will be provided frequent feedback from informal observations and participate in coaching cycles as needed.
Bradford's Portrait of Instruction	K-12	Includes the Practice Profiles. Focus for the 25/26 school year will continue to be explicit and systematic instruction and for our experienced teachers we will delve into scaffolding, differentiating and corrective feedback based on their individual request.
Writing	K-12	Practices from the FL Literacy Conference will be shared during Pre-Planning with a follow-up session during our September Professional Learning Day. Focus will be on adding writing into our daily lessons and using Class Companion to help provide timely and specific feedback that is consistent across the district regarding writing expectations.

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.

VPK – 12ᵗʰ grade teachers and paraprofessionals are encouraged to earn their Literacy Micro-credential or Reading Endorsement. Information is shared each time a new enrollment period opens through the UF Lastinger Center or FCRR.

Differentiated Professional Learning

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

Professional learning is differentiated and intensified based on progress monitoring data through a structured, collaborative approach. Each school holds weekly departmental or grade-level data meetings, where educators analyze student performance data from state progress monitoring assessments and district- or school-created common assessments. These meetings allow teams to identify instructional strengths and areas for growth, enabling leaders to tailor professional learning to meet specific teacher needs. Additionally, Literacy Coaches provide individualized support through targeted coaching cycles, using student data to guide instructional strategies, refine practices, and ensure teachers receive the level of support necessary to improve student outcomes.

Mentor Teachers

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

Mentor teachers and model classrooms are identified through a combination of classroom observation data, student achievement outcomes, and principal recommendations. These teachers consistently demonstrate high-quality instruction, strong classroom management, and positive student results. While mentor teachers are informally assigned to new teachers to provide day-to-day guidance and support, Literacy Coaches are officially assigned to work with new teachers on a weekly basis. This support includes planned reflective conversations, informal observations, participation in coaching cycles, and opportunities for model or co-teaching. Additionally, time is scheduled each quarter for new teachers to visit model classrooms alongside their assigned Literacy Coach. These visits provide real-time examples of effective instruction and classroom practices aligned with schoolwide expectations.

Professional Learning Time

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

Time is intentionally built into the master schedule to ensure that all K–12 teachers have a daily common planning period. One planning period each week is specifically designated for collaborative planning and data analysis with administration. During this time, teachers engage in professional learning focused on instructional improvement and student outcomes. Additionally, certain weeks are reserved for vertical planning across grade levels or participation in district-wide grade level Communities of Practice, allowing for alignment of instructional strategies and sharing of best practices across schools.

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b)3.b., F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
N/A		

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

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

In accordance with s. 1008.25(5)(d), F.S., when a student is identified as having a substantial deficiency in reading, the district ensures that parents are notified immediately through a comprehensive communication process. The school will send an assessment report that includes the student's current reading level, the specific reading skills in which the student is deficient, and recommendations for support.

Along with the assessment report, parents will receive a link to the Bradford County School District (BCSD) Read at Home Plan and the Florida Department of Education (FLDOE) Read at Home Plan. These resources include a variety of strategies, activities, and website recommendations that families can use to support reading development at home.

Additionally, parents of elementary students will receive information about the New Worlds Reading Initiative, a statewide program that provides free books and reading resources to eligible students. Families will also be provided with instructions on how to set up and use a parent account to monitor their child's reading progress through STAR and Accelerated Reader platforms, specifically for students in grades 1 through 6.

This multi-tiered communication plan ensures parents are equipped with timely, actionable information and meaningful resources to support their child's reading growth at home.

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

The district leverages several literacy partnerships and programs to increase family engagement in reading and literacy activities at home. One key initiative is the New Worlds Reading Initiative, which provides free books to eligible students and offers resources for families to support reading at home. To promote participation, New Worlds Parent Sessions are held throughout the year to guide families on how to use the materials effectively. Additionally, representatives host informational tables at Back-to-School Open Houses to generate interest and assist with on-site enrollment.

Further support is provided through Title I Family Literacy Nights, which are designed to create meaningful literacy experiences for families. These events offer interactive reading activities, access to take-home materials, and strategies for parents to support literacy development at home. Together, these efforts strengthen the home-school connection and empower families to play an active role in their child's reading journey.

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

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

Initials	Assurance
WC	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.
WC	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.
WC	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.
WC	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
WC	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
WC	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.
WC	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
WC	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
WC	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):

Karen Clarke, Deputy Superintendent

Signature: *Karen Clarke*

Date: 7/2/25

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.

Principals are encouraged to consider current teacher evaluation data—including student performance outcomes and observation ratings—when making hiring or internal transfer decisions. In addition to filling vacancies, the district prioritizes placing and retaining highly effective teachers in early grade classrooms as part of a broader commitment to strengthening foundational learning. This includes offering expanded leadership opportunities, targeted support, and recognition for K–2 teachers who consistently demonstrate excellence. The district also supports ongoing professional learning and mentoring to help these educators continue to grow and thrive in their roles.