

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2(a). and 1003.4201, Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. **Add additional rows as needed.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Rene' Johnson	Johnsonr2@citrussschools.org	352-726-1931 Ext. 2412
	Laura Lindeman	Lindemanl@citrussschools.org	352-726-1931 Ext. 2232
Data Element	Rene' Johnson	Johnsonr2@citrussschools.org	352-726-1931 Ext. 2412
Third Grade Promotion	Rene' Johnson	Johnsonr2@citrussschools.org	352-726-1931 Ext. 2412
Multi-Tiered System of Supports	Rene' Johnson	Johnsonr2@citrussschools.org	352-726-1931 Ext. 2412
Elementary ELA Content Specialist	Janie Bennett	Bennettj4@citrussschools.org	352-726-1931 Ext. 2238
Secondary ELA Content Specialist	Deborah Beck	Beckd@citrussschools.org	352-726-1931 Ext. 2247

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 expenditure 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	820,577.00	10
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	14,760.00	
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	164,663.00	2
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
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. <i>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.</i>		
Estimated Sum of Expenditures	1,000,000.00	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	1%	0%	95%	99%

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

The district will utilize student performance data to determine a provider's Performance Designation and identify the provider's eligibility for additional funding.

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	17%	12%	52%	57%
1	35%	30%	47%	52%
2	23%	18%	52%	57%
3	18%	13%	54%	59%
4	24%	19%	50%	55%
5	20%	15%	53%	58%
6	20%	15%	54%	59%
7	23%	18%	50%	55%
8	23%	18%	49%	54%
9	21%	16%	53%	58%
10	23%	18%	49%	54%

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

Districts must monitor the implementation of the District CERP at the district and school level, including

charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	<p>District-level administrators from the Leadership Team, Educational Services (including Assessment, Accountability and Monitoring, Ed Services, Professional Learning, Federal Programs, Exceptional Student Education, and Student Services) are responsible for collecting and reviewing data. All district-level data is compiled and reviewed during weekly Ed Services meetings.</p> <p>District Level:</p> <ul style="list-style-type: none"> • i-Ready diagnostic three times a year • ESGI (K) three times a year • STAR and STAR Early Literacy three times a year • FAST three times a year • Write Score twice a year, grades 2-5 	<p>The principal will lead the leadership team in analyzing schoolwide data to determine the effectiveness of Tier 1 instruction. Schools will analyze FAST data, STAR data, i-Ready diagnostic data, and other formative data to determine areas of need.</p> <p>Schools will utilize the MTSS process to provide tier 2 and tier 3 interventions for students.</p> <p>School Level:</p> <ul style="list-style-type: none"> • i-Ready diagnostic three times a year • ESGI (K) three times a year • STAR and STAR Early Literacy three times a year • FAST three times a year • Write Score twice a year, grades 2-5 <p>Other formative assessments</p>
Actions for continuous support and improvement	<p>We have a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. This data-driven approach utilizes the sum of all academic components to determine the school tier. Our Tier 3 schools receive additional district-level visits and walk-throughs to identify areas in need of improvement. Content Area Specialists support identified schools.</p>	<p>Each school's collaborative planning team will meet weekly to review data and address Tier 1 core instruction. The Multi-Tiered System of Support will be followed according to Citrus County's MTSS Success Guide to address identified student needs.</p> <p>The principal will lead the leadership team in analyzing schoolwide data to determine the effectiveness of Tier 1 instruction. Schools will analyze FAST data, STAR data, i-Ready diagnostic data, and other formative data to determine areas of need.</p> <p>Schools will utilize the MTSS process to provide tier 2 and tier 3 interventions for students.</p>
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	<p>District-level administrators from the Leadership Team, Educational Services (including Research & Accountability, Elementary</p>	<p>School Level:</p> <ul style="list-style-type: none"> • i-Ready diagnostic three times a year • FAST three times a year

	<p>Education, Secondary Education, Professional Development, Federal Programs, Exceptional Student Education, and Student Services are responsible for collecting and reviewing data. All district-level data is compiled and reviewed monthly with our school-based leadership team and Instructional Coaches.</p> <p>District Level:</p> <ul style="list-style-type: none"> • i-Ready diagnostic three times a year • FAST three times a year • Achieve 3000 Literacy Level Set three times per year • Write Score twice a year, grades 6-8 	<ul style="list-style-type: none"> • End-of-course exams (Civics, Algebra, and Geometry) • Achieve 3000 Literacy Level Set three times per year <p>Write Score twice a year</p>
Actions for continuous support and improvement	<p>We have a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. This data-driven approach utilizes the sum of all academic components to determine the school tier. Our Tier 3 schools receive additional district-level visits and walk-throughs to identify areas in need of improvement. Content Area Specialists support identified schools.</p>	<p>Each school's collaborative planning team will meet weekly to review data and address Tier 1 core instruction. The Multi-Tiered System of Support will be followed according to Citrus County's MTSS Success Guide to address identified student needs.</p> <p>The principal will lead the leadership team in analyzing schoolwide data to determine the effectiveness of Tier 1 instruction. Schools will analyze FAST data, STAR data, i-Ready diagnostic data, and other formative data to determine areas of need.</p> <p>Schools will utilize the MTSS process to provide tier 2 and tier 3 interventions for students.</p>
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	<p>District-level administrators from the Leadership Team, Educational Services (including Research & Accountability, Elementary Education, Secondary Education, Professional Development, Federal Programs, Exceptional Student Education, and Student Services are responsible for collecting and reviewing data. All district-level data is compiled and reviewed monthly with our</p>	<p>School Level:</p> <ul style="list-style-type: none"> • FAST three times a year • Achieve 3000 Literacy Level Set three times per year • Write Score twice a year

	<p>school-based leadership team and Instructional Coaches.</p> <p>District Level:</p> <ul style="list-style-type: none"> • FAST three times a year • Achieve 3000 Literacy Level Set three times per year • Write Score twice a year 	
Actions for continuous support and improvement	<p>We have a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. This data-driven approach utilizes the sum of all academic components to determine the school tier. Our Tier 3 schools receive additional district-level visits and walk-throughs to identify areas in need of improvement. Content Area Specialists support identified schools.</p>	<p>Each school's collaborative planning team will meet weekly to review data and address Tier 1 core instruction. The Multi-Tiered System of Support will be followed according to Citrus County's MTSS Success Guide to address identified student needs.</p> <p>The principal will lead the leadership team in analyzing schoolwide data to determine the effectiveness of Tier 1 instruction. Schools will analyze FAST data, STAR data, i-Ready diagnostic data, and other formative data to determine areas of need.</p> <p>Schools will utilize the MTSS process to provide tier 2 and tier 3 interventions for students.</p>

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.

Based on the District CERP Reflection Tool and a root-cause analysis of student performance data, the district has revised its plan to focus on professional learning. Chronic absenteeism and high poverty were identified as major barriers to literacy achievement. To address this, the district is prioritizing high-quality professional learning that equips teachers with evidence-based strategies to support students affected by inconsistent attendance and economic hardship. This includes training in student engagement, differentiated instruction, and targeted reading interventions to ensure all students have access to effective, grade-level literacy instruction.

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

Principals monitor the reading plan's implementation by ensuring the master schedule supports tiered intervention and assigning teachers with the reading endorsement or literacy microcredential to Tier 3 courses.

The Problem-Solving Team will meet regularly to discuss individual student data to monitor the effectiveness of interventions with students. Administration will conduct weekly walkthroughs and collect data shared with the School Literacy Leadership Team.

The principals will utilize the Professional Learning Framework, which includes explicit, systematic, scaffolded, differentiated, and corrective feedback.

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.

At the school level, progress monitoring is reviewed regularly. Data days are scheduled to address student needs. Interventions for students are adjusted as necessary, and Problem-Solving Teams meet when necessary.

Principals, with their School Literacy Leadership Teams, look for grade level and schoolwide trends regarding strengths and weaknesses in the state testing data and the district formative assessment data.

The School Literacy Leadership teams, with the guidance of the principals, analyze the data, recommend additional student, and staff support.

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 Just Read, Florida! Literacy Coach model is shared during monthly Principal Professional Learning meetings.

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

The district educational services team schedules and facilitates weekly and monthly Instructional Coach meetings. The Instructional Coach meetings take place at different schools each month. During each meeting, we spend time walking through classrooms and sharing best coaching practices. The achievement data is also continuously monitored to ensure that the Instructional Coaches are prioritizing high-impact lessons and activities based on the needs of each school.

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?

We have set forth expectations with both the Principals and Assistant Principals at the school sites. In addition, we have weekly and monthly Instructional Coach meetings. The Instructional Coach meetings take place at different schools each month. During each meeting, we spend time walking through classrooms and sharing best coaching practices. The achievement data is also continuously monitored to ensure that the Instructional Coaches are prioritizing high-impact activities based on needs at each school.

In addition, Instructional Coaches are provided with the opportunity to participate in the JRF coaching program and attend the Summer Literacy Institute or the Regional Literacy Institute.

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

The Director of Elementary Education and the Director of Secondary Education support and monitor the activities of the Instructional Coaches. Monthly meetings and school-based visits are conducted throughout the school year.

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

Instructional coaches establish and implement evidence-based instructional practices within our classrooms to support teachers, student learning, engagement, and high expectations for all. Coaches are evaluated through the District Observation tool.

The District Walk-through tool allows administration to monitor new teacher performance and improvement with the JRF! Coaching cycle.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The district will continue to align the K-12 reading instruction with Florida's Revised Formula for Success through professional development, adoption of evidence-based core curriculum at all levels, and the District Instructional Framework provided to the principals and all other stakeholders. At the elementary level, we utilize Wonders, and at the secondary level, we utilize Savvas myPerspectives (2017).

All students, including those with an identified disability and those who are English Language learners, will follow Florida's Formula for Success as outlined in statute. Additionally, students with a federal plan (IEP, 504, or LEP) will have the additional support required by their plan to include accommodations, specialized instruction, and teachers will utilize the universal design for learning in their 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.

The ESE Pre-K/VPK program follows the Florida Early Learning Developmental Standards (FELDS). Instruction is supported by both the PreK Frog Street and World of Wonders curriculums. All ESE PreK/VPK instructors must complete the Division of Early Learning approved "Emergent Literacy" and "The Florida Standards in Preschool Classrooms" courses.

PreK programs are observed one time a year by the Early Learning Coalition utilizing the Classroom Assessment Scoring System (CLASS), and each program is rated across three dimensions. The dimensions are:

- Emotional Support (Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives)
- Classroom Organization (Behavior Management, Productivity, Instructional Learning Formats)
- Instructional Supports (Concept Development, Quality of Feedback, Language Modeling).

VPK students participate in the statewide STAR Early Literacy assessment three times a year. ESE Pre-K students are progress monitored three times a year using COR advantage. When ESE Pre-K students are staffed in a Child Outcome Summary Entrance is submitted to the state. In the spring, before the ESE Pre-K student enters Kindergarten, a Child Outcome Summary Exit will be completed.

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

For all PreK programs, we use Frog Street and World of Wonders curriculum.

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 with a Substantial Deficiency in Early Literacy Skills are provided with small-group, one-on-one interventions that are intensive, explicit, systematic, and multisensory using the Frog Street and World of Wonders curriculum.

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	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST Star Reading	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
i-Ready	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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?
	<input type="checkbox"/> All Students <input type="checkbox"/> Select Students			
ESGI: Riverside Insights Easy Progress Monitoring	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Quick Phonics Screener (QPS)	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
DIBELS	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

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

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency.

Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

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

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

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

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

	Characteristics	Data and Decision Making*
Tier 2	<ul style="list-style-type: none"> • Supplemental instruction, provided to some students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations • Provided in addition to Tier 1 instruction (more time for instruction) • Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1 • Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus) • Delivered to students with similar needs • Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback 	<ul style="list-style-type: none"> • Screening data are used to help identify students at risk • Diagnostic or other drilldown information is used to identify student strengths and weaknesses • Frequent progress monitoring data are used to measure student growth as well as to measure effectiveness of Tier 2 intervention for the group • Tier 2 intervention should result in improvement for at least 70% or more of students receiving the services
Tier 3	<ul style="list-style-type: none"> • Most intensive, targeted instruction, provided to a few students demonstrating either an intense or severe need • Provided in addition to Tier 1 and Tier 2 (even more time) 	<ul style="list-style-type: none"> • Diagnostic data are used to identify student's specific skill and knowledge gaps or function of the behavior as well as their strengths • More frequent progress monitoring data is used to measure student growth toward

	<ul style="list-style-type: none"> • Instruction is individualized to address the student's specific needs • Planned through a structured, data-based problem-solving process (even more narrowed focus) • Delivered individually, or in very small groups • Standards aligned, and integrated with Tier 1 and Tier 2 instruction • Most systematic and explicit instruction with more extensive opportunities for practice with error correction and feedback 	closing gaps as well as to measure effectiveness of Tier 3 intervention
--	---	---

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

	Characteristics	Data and Decision Making*
Tier 2	<ul style="list-style-type: none"> • Supplemental instruction, provided to some students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations • Provided in addition to Tier 1 instruction (more time for instruction) • Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1 • Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus) • Delivered to students with similar needs • Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback 	<ul style="list-style-type: none"> • Screening data are used to help identify students at risk • Diagnostic or other drilldown information is used to identify student strengths and weaknesses • Frequent progress monitoring data are used to measure student growth as well as to measure effectiveness of Tier 2 intervention for the group • Tier 2 intervention should result in improvement for at least 70% or more of students receiving the services
Tier 3	<ul style="list-style-type: none"> • Most intensive, targeted instruction, provided to a few students demonstrating either an intense or severe need • Provided in addition to Tier 1 and Tier 2 (even more time) • Instruction is individualized to address the student's specific needs • Planned through a structured, data-based problem-solving process (even more narrowed focus) • Delivered individually, or in very small groups • Standards aligned, and integrated with Tier 1 and Tier 2 instruction • Most systematic and explicit instruction with more extensive opportunities for practice with error correction and feedback 	<ul style="list-style-type: none"> • Diagnostic data are used to identify student's specific skill and knowledge gaps or function of the behavior as well as their strengths • More frequent progress monitoring data is used to measure student growth toward closing gaps as well as to measure effectiveness of Tier 3 intervention

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.

Based upon PM1 data, any student with a substantial reading deficiency is administered the i-Ready Dyslexia Screener to determine if the student shows characteristics of dyslexia, a Problem-Solving Team (PST) meeting will be scheduled in which a PMP developed with the student's specific reading deficiencies.

Evidence-based resources will be utilized that are grounded in the Science of Reading. Parents are notified immediately.

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.

Students identified through PM1 data to show characteristics of dyslexia are then given the iReady Dyslexia Screener to determine if the student should receive interventions for characteristics of dyslexia. A Problem-Solving Team meeting which can include Instructional Coach, classroom teacher, parent, ESE Specialist, psychologist or any other staff member that can contribute to the child's academic success.

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

Tier 1 Problem Solving

At the Tier 1 level (i.e., for all students in a grade level, course, or content area), problem solving teams are responsible for:

- Developing, monitoring, evaluating, and adjusting action plans for changes in core instruction that is delivered to all students in a grade level, course, or content area (at a follow-up meeting, students for whom Tier 1 instruction is insufficient may be identified and discussed during a Tier 2 problem-solving meeting)
- Using data to address underperformance when fewer than approximately 80% of students are meeting expectations in a grade level, course or content area
- Through a problem-solving process, designing Tier 1, universal intervention (changes to whole group or differentiated instruction), and monitoring student response
- Monitoring and supporting the fidelity of Tier 1 whole group and differentiated instruction
- Identifying students in need of Tier 2 supplemental intervention

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

Tier 2 Problem Solving

At the Tier 2 level (i.e., for small groups of students for whom Tier 1 is insufficient), problem solving teams are responsible for:

- Developing, monitoring, evaluating, and adjusting actions plans for the provision of supplemental intervention (Tier 2) (at a follow up meeting, students for whom Tiers 1 and 2 are insufficient may be identified and discussed during a Tier 3 PST meeting)
- Using data to identify common needs of small groups of students, analyzing underlying causes through review of universal screener data or diagnostic assessment data
- Designing Tier 2, targeted intervention for small groups of students based on their similar needs, and monitor student response at the group level first (the intervention should be effective for around 70% of students), then at the individual student level
- Monitor and support fidelity of Tier 2 small group intervention
- Determine which students require more intensive, Tier 3 intervention

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

Tier 3 Problem Solving

At the Tier 3 level (i.e., for individual students for whom Tiers 1 and 2 are insufficient), problem solving teams are responsible for:

- Using data to identify the specific needs of an individual student, analyze underlying causes (using diagnostic assessment data), plan Tier 3 intervention, and monitor the student's response to the intervention.

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 using an evidence-based sequence of reading instruction and small group differentiated instruction 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:

(Enter assessment criteria that will be used.)

Fast PM1 and previous year PM3- Achievement Levels 3 and above. Note: All students receive Tier 1 core instruction.

i-Ready Diagnostic:

Kindergarten: Scale score of 362 or above

First Grade: Scale score 434 or above

Second Grade: 489 or above

Third Grade: Scale score of 511 or above

Fourth Grade: Scale score of 557 or above

Fifth Grade: Scale score of 581 or above

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

Fast PM1 and previous year PM3- Achievement Levels 3 and above. Note: All students receive Tier 1 core instruction.

i-Ready Diagnostic:

Kindergarten: Scale score of 362 or above

First Grade: Scale score 434 or above

Second Grade: 489 or above

Third Grade: Scale score of 511 or above

Fourth Grade: Scale score of 557 or above

Fifth Grade: Scale score of 581 or above

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

Tier 1 Problem Solving

At the Tier 1 level (i.e., for all students in a grade level, course, or content area), problem solving teams are responsible for:

- Developing, monitoring, evaluating, and adjusting action plans for changes in core instruction that is delivered to all students in a grade level, course, or content area (at a follow-up meeting, students for whom Tier 1 instruction is insufficient may be identified and discussed during a Tier 2 problem-solving meeting)
- Using data to address underperformance when fewer than approximately 80% of students are meeting expectations in a grade level, course or content area
- Through a problem-solving process, designing Tier 1, universal intervention (changes to whole group or differentiated instruction), and monitoring student response
- Monitoring and supporting the fidelity of Tier 1 whole group and differentiated instruction
- Identifying students in need of Tier 2 supplemental intervention

Core Instruction

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

Name of Program	Year of Program Adoption
McGraw-Hill Wonders	2021

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

Student scores below the 20th percentile on FAST or Achievement levels 2 or below.

i-Ready Diagnostic:

Kindergarten: Scale score of 361 or below

First Grade: Scale score 433 or below

Second Grade: 488 or below

Third Grade: Scale score of 510 or below

Fourth Grade: Scale score of 556 or below

Fifth Grade: Scale score of 580 or below

Report card grades of 69% and below

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Student scores below the 20th percentile on FAST or Achievement levels 2 or below.

i-Ready Diagnostic:

Kindergarten: Scale score of 361 or below

First Grade: Scale score 433 or below

Second Grade: 488 or below

Third Grade: Scale score of 510 or below

Fourth Grade: Scale score of 556 or below

Fifth Grade: Scale score of 580 or below

Report card grades of 69% and below

Number of times per week interventions are provided: Minimum of 3 times per week.

Number of minutes per intervention session: Minimum of 15 minutes per session.

Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program		Verbiage (as needed)
Curriculum Associates i-Ready Personalized Instruction	Moderate Evidence	
Sound Partners	Strong Evidence	
Heggerty Phonemic Awareness	None	<p>Heggerty Phonemic Awareness 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, Recommendation(s): 2.Develop awareness of the segments of sounds in speech and how they link to letters. (Strong)</p> <p>These recommendations were built into the program by <u>developing foundational skills</u>.</p> <p>The program's daily lessons explicitly teach phoneme segmentation, blending, and manipulation. This strengthens students' phonological awareness and prepares them for connecting sounds to letters during decoding instruction.</p> <p>The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.</p>
95% Group	Strong Evidence	
Lindamood Phoneme/LiPS	Promising	
Sonday System 1 & 2	None	<p>Sonday System 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, Recommendation(s):</p>

		<p>2.Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>3.Teach students to decode words, analyze word parts, and write and recognize words.</p> <p>These recommendations were built into the program by <u>developing foundational skills</u>.</p> <p>Sonday integrates phonemic awareness directly with phonics. Students engage in tasks such as saying each sound in a word, then writing the corresponding letter or letter combination, reinforcing the connection between spoken phonemes and printed graphemes. Lessons include systematic phonics instruction, word building, and structural analysis (prefixes, suffixes, roots). Students read word lists, sentences, and passages that reinforce the patterns they have just learned.</p> <p>The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.</p>
UFLI Foundations	None	<p>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, Recommendation(s):</p> <p>2.Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>3.Teach students to decode words, analyze word parts, and write and recognize words.</p> <p>These recommendations were built into the program by <u>developing foundational skills</u>.</p>

		<p>UFLI Foundations lessons explicitly teach students to isolate, blend, and segment phonemes, then immediately connect those sounds to the corresponding graphemes. This multisensory integration helps students internalize the relationship between speech sounds and print. The program provides structured opportunities for decoding practice through reading decodable word lists, phrases, and short passages that reinforce specific phonics patterns. Students also engage in word analysis by identifying onsets, rimes, and morphemes (prefixes, suffixes, base words). Writing practice reinforces recognition and spelling, ensuring transfer of skills from decoding to encoding.</p> <p>The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.</p>
Orton Gillingham Strategies	None	<p>Orton Gillingham does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):</p> <p>1. Teach students how to use reading comprehension strategies. (Strong)</p> <p>2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Moderate)</p> <p>5. Establish an engaging and motivating context in which to teach reading comprehension. (Moderate)</p> <p>These recommendations were built into the program <u>developing foundational skills</u>.</p> <p>Orton-Gillingham lessons incorporate explicit modeling and guided practice in strategies such as predicting, visualizing, summarizing, and</p>

		<p>questioning while reading. This program supports students in justifying their answers using text evidence. Lessons include direct instruction in recognizing narrative structures (beginning, middle, end) and informational text structures (cause-effect, compare-contrast, sequence). Students practice identifying these structures through graphic organizers and oral retelling. Orton-Gillingham fosters engagement through multisensory activities students use tactile materials, color coding, and oral repetition alongside reading and writing tasks. The teacher connects reading selections to student interests, ensuring relevancy and motivation.</p> <p>The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.</p>
RAVE-O	None	<p>Rave-O 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, Recommendation(s)</p> <p>2. Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>3. Teach students to decode words, analyze word parts, and write and recognize words</p> <p>These recommendations were built into the program by <u>(developing foundational skills.</u></p> <p>RAVE-O lessons reinforce phonemic awareness by having students isolate, blend, and segment sounds, then connect them to corresponding letters or letter patterns. Lessons often extend this by exploring rhyming words (<i>bat, hat, sat</i>), reinforcing the sound-symbol connection and helping students see patterns within the</p>

		<p>language. RAVE-O uses a unique “word detective” approach where students break words into meaningful parts—such as roots, prefixes, and suffixes—and explore how these parts contribute to meaning and pronunciation. Decodable text practice, combined with writing activities, ensures students can recognize, read, and spell target words in connected text.</p> <p>The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.</p>
Vocabulary Through Morphemes	None	<p>Vocabulary Through Morphemes does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):</p> <p>1. Teach students how to use reading comprehension strategies. (Strong)</p> <p>2. Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content. (Moderate)</p> <p>5. Establish an engaging and motivating context in which to teach reading comprehension. (Moderate)</p> <p>These recommendations were built into the program by <u>analyzing writing prompts, writing short paragraphs, and structuring an essay</u>. The program teaches students to use morphemic analysis as a comprehension strategy, enabling them to break unfamiliar words into meaningful parts and infer meaning in context. This approach equips students with a transferable strategy for tackling challenging vocabulary in reading. Lessons incorporate the use of charts, word trees, and semantic maps to organize word families and related terms. This visual structuring helps students</p>

		<p>remember new vocabulary and understand how it connects to other words and concepts. The program fosters engagement by connecting morphemes to high-interest and content-area vocabulary. Students participate in interactive word-building activities, etymology investigations, and games that challenge them to create new words or decode complex ones. This hands-on, discovery-based approach keeps students motivated while reinforcing comprehension skills through authentic reading tasks</p> <p>The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.</p>
Write Score	None	<p>Write Score does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Elementary School Students to Be Effective Writers, Recommendation(s)</p> <p>2. Teach students to use the writing process for a variety of purposes.</p> <p>2a. Teach students the writing process.</p> <p>2b. Teach students to write for a variety of purposes.</p> <p>3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.</p> <p>These recommendations were built into the program by <u>analyzing writing prompts, writing short paragraphs, and structuring an essay.</u></p> <p>Write Score encourages students to plan, draft, revise, and edit their work through structured practice. This consistent practice helps students internalize the steps of the writing process. Students respond to a range of prompts—narrative, informative, and opinion—ensuring they learn to</p>

		<p>adapt writing style and structure to suit different purposes and audiences. As students complete Write Score assignments, they practice fundamental writing mechanics, including spelling, grammar, and sentence fluency. For digital submissions, students also develop typing and word processing skills, such as formatting text and revising electronically, which supports fluency in both print and digital writing environments.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program		Verbiage (as needed)
Unique Learning System	None	<p>Unique Learning System does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Organizing Instruction and Study to Improve Student Learning, Recommendation(s)</p> <p>1.Space learning over time. Arrange to review key elements of course content after a delay of several weeks to several months after initial presentation. (Moderate)</p> <p>2.Interleave worked example solutions with problem solving exercises. Have students alternate between reading already worked solutions and trying to solve problems on their own. (Moderate)</p> <p>3.Combine graphics with verbal descriptions. Combine graphical presentations (e.g., graphs, figures) that illustrate key processes and procedures with verbal descriptions. (Moderate)</p>

		<p>5b. Use quizzes to re-expose students to key content. (Strong)</p> <p>7. Ask deep explanatory questions. Use instructional prompts that encourage students to pose and answer “deep-level” questions on course material. These questions enable students to respond with explanations and supports deep understanding of taught material. (Strong)</p> <p>These recommendations were built into the program by <u>developing instructions to improve student learning</u>. Lessons are intentionally revisited across weeks and months, with key skills and concepts spiraled back into new units. Instruction often pairs step-by-step model examples with opportunities for students to practice independently. Content integrates visual supports such as diagrams, illustrated step sequences, and charts alongside teacher-led verbal explanations. For example, a social studies lesson on community helpers includes both labeled images and oral descriptions, reinforcing understanding through multiple modalities. Short, embedded comprehension checks, matching activities, and recall tasks are used throughout lessons to revisit key information. These formative quizzes give immediate feedback, reinforcing learning and identifying areas for reteaching. Teachers are prompted to ask “how” and “why” questions during instruction to promote deeper thinking. The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.</p>
Magnetic	Moderate Evidence	
CARS and STARS	None	<p>CARS and STARS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the</p>

		<p>program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s)</p> <p>1. Teach students how to use reading comprehension strategies. (Strong)</p> <p>2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Moderate)</p> <p>5. Establish an engaging and motivating context in which to teach reading comprehension. (Moderate)</p> <p>These recommendations were built into the program by <u>developing instructions to improve student comprehension</u>.</p> <p>CARS (Comprehensive Assessment of Reading Strategies) is used to assess students' proficiency with specific strategies such as finding the main idea, making inferences, and identifying cause-effect relationships. STARS (Strategies to Achieve Reading Success) then explicitly teaches these strategies step-by-step, modeling how to apply them while reading. Lessons highlight different text structures, such as sequence, compare-contrast, and problem-solution, and show students how recognizing these patterns aids comprehension. CARS and STARS fosters engagement by providing leveled passages that match students' reading abilities, allowing them to experience success and see growth over time. Frequent feedback, visible progress through strategy mastery, and varied passage topics keep students motivated to apply comprehension strategies in different contexts. The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Phonics For Reading	None	<p>Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the</p>

		<p>program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s):</p> <p>2.Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>3.Teach students to decode words, analyze word parts, and write and recognize words</p> <p>These recommendations were built into the program by <u>developing foundational skills to support reading</u>. Students practice isolating and blending phonemes in words and then matching these sounds to the corresponding letters.</p> <p>Lessons often begin with oral sound drills where students repeat segmented sounds and then write the corresponding letters, reinforcing the sound–symbol relationships. Instruction uses cumulative review so students continually revisit previously learned sound–letter correspondences, strengthening long-term retention. The program provides structured decoding practice that builds from simple to complex word structures. Morphological instruction is embedded, with students learning to analyze and read multisyllabic words by identifying prefixes, suffixes, and base words. Spelling and dictation activities require students to write words and sentences from dictation, reinforcing decoding and encoding skills simultaneously. High-frequency words are introduced alongside decodable words, allowing students to practice both recognition and phonics application.</p> <p>The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.</p>
--	--	---

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Carnegie Learning Fast ForWord	Promising	
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>Orton Gillingham Strategies - Orton Gillingham does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd, Grade Recommendation(s)</p> <p>1. Teach students how to use reading comprehension strategies. (Strong)</p> <p>2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Moderate)</p> <p>5. Establish an engaging and motivating context in which to teach reading comprehension. (Moderate)</p> <p>These recommendations were built into the program <u>developing foundational skills</u>.</p> <p>Orton-Gillingham lessons incorporate explicit modeling and guided practice in strategies such as predicting, visualizing, summarizing, and questioning while reading. This program supports students in justifying their answers using text evidence. Lessons include direct instruction in recognizing narrative structures (beginning, middle, end) and informational text structures (cause-effect, compare-contrast, sequence). Students practice identifying these structures through graphic organizers and oral retelling. Orton-Gillingham fosters engagement through multisensory activities students use tactile materials, color coding, and oral repetition alongside reading and writing tasks. The teacher connects reading selections to student interests, ensuring relevancy and motivation.</p> <p>The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.</p> <p>Orton Gillingham Strategies include the following multisensory strategies: visual (irregular words, blending boards), auditory and tactile (fine motor skills) including writing letters in sand and shaving cream. Kinesthetic (gross motor skills) for muscle memory.</p> <p>Sonday System- Sonday System 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, Recommendation(s)</p> <p>2. Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>3. Teach students to decode words, analyze word parts, and write and recognize words.</p> <p>These recommendations were built into the program by <u>developing foundational skills</u>.</p> <p>Sonday integrates phonemic awareness directly with phonics. Students engage in tasks such as saying each sound in a word, then writing the corresponding letter or letter combination, reinforcing the connection between spoken phonemes and printed graphemes. Lessons include systematic phonics instruction, word building, and structural analysis (prefixes, suffixes, roots). Students read word lists, sentences, and passages that reinforce the patterns they have just learned.</p> <p>The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.</p>		

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

Student scores below the 10th percentile on FAST.

i-Ready ELA Diagnostic cut scores:

Kindergarten: Cut score of 295 or below

First Grade: Cut score of 347 or below

Second Grade: Cut score of 419 or below

Third Grade: Cut score of 474 or below

Fourth Grade: Cut score of 496 or below

Fifth Grade: Cut score of 542 or below

Report card grades of 59% and below

Tier 2 Problem Solving

At the Tier 2 level (i.e., for small groups of students for whom Tier 1 is insufficient), problem solving teams are responsible for:

- Developing, monitoring, evaluating, and adjusting actions plans for the provision of supplemental intervention (Tier 2) (at a follow up meeting, students for whom Tiers 1 and 2 are insufficient may be identified and discussed during a Tier 3 PST meeting)
- Using data to identify common needs of small groups of students, analyzing underlying causes through review of universal screener data or diagnostic assessment data
- Designing Tier 2, targeted intervention for small groups of students based on their similar needs, and monitor student response at the group level first (the intervention should be effective for around 70% of students), then at the individual student level
- Monitor and support fidelity of Tier 2 small group intervention
- Determine which students require more intensive, Tier 3 intervention

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:

Student scores below the 10th percentile on ELA FAST or Achievement Level 1.

i-Ready ELA Diagnostic cut scores:

Kindergarten: Cut score of 295 or below

First Grade: Cut score of 347 or below

Second Grade: Cut score of 419 or below

Third Grade: Cut score of 474 or below

Fourth Grade: Cut score of 496 or below

Fifth Grade: Cut score of 542 or below

Report card grades of 59% and below

Number of times per week interventions are provided: 5X per week

Number of minutes per intervention session: Minimum of 15 minutes per session

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
McGraw Hill Wonders	None	<p>McGraw-Hill Wonders does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s)</p> <p>1. Teach students how to use reading comprehension strategies. (Strong)</p> <p>2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Moderate)</p> <p>5. Establish an engaging and motivating context in which to teach reading comprehension. (Moderate)</p> <p>McGraw-Hill Wonders integrates explicit instruction in comprehension strategies throughout its lessons. Wonders provides teacher modeling (think-alouds) followed by guided and independent practice, which mirrors the WWC's emphasis on strategy instruction with scaffolding. Additionally, comprehension strategy lessons are spiraled across grade levels, ensuring that students revisit and strengthen these approaches over time. Wonders consistently highlights text structures such as cause/effect, compare/contrast, problem/solution, and sequence. Graphic organizers are embedded into lessons to help students recognize and map these structures, supporting deeper comprehension and recall. This direct alignment reinforces the WWC's call for making organizational structures explicit so students can transfer the skill to independent reading. Wonders emphasizes student engagement through high-interest texts, thematic units, and opportunities for collaboration. Each unit is built around an essential question that connects to students' real-world experiences, creating a motivating purpose for</p>

		reading. Leveled readers, multimedia components, and interactive activities further provide differentiated and engaging opportunities for all learners. The program also incorporates partner discussions, small-group reading, and project-based tasks, which promote active participation and a motivating classroom environment—consistent with the WWC’s recommendation to create engaging contexts for comprehension instruction. These recommendations were built into the program by <u>assisting with Tiered support</u> . The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.
i-Ready Personalized Instruction-Teacher Led Lessons	Moderate Evidence	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program		Verbiage (as needed)
Unique Learning System	None	<p>Unique Learning System does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Organizing Instruction and Study to Improve Student Learning, Recommendation(s)</p> <p>1.Space learning over time. Arrange to review key elements of course content after a delay of several weeks to several months after initial presentation. (Moderate)</p> <p>2.Interleave worked example solutions with problem solving exercises. Have students alternate between reading already worked solutions and trying to solve problems on their own. (Moderate)</p>

		<p>3.Combine graphics with verbal descriptions. Combine graphical presentations (e.g., graphs, figures) that illustrate key processes and procedures with verbal descriptions. (Moderate)</p> <p>5b. Use quizzes to re-expose students to key content. (Strong)</p> <p>7.Ask deep explanatory questions. Use instructional prompts that encourage students to pose and answer “deep-level” questions on course material. These questions enable students to respond with explanations and supports deep understanding of taught material. (Strong)</p> <p>These recommendations were built into the program by <u>developing instructions to improve student learning.</u></p> <p>Lessons are intentionally revisited across weeks and months, with key skills and concepts spiraled back into new units. Instruction often pairs step-by-step model examples with opportunities for students to practice independently. Content integrates visual supports such as diagrams, illustrated step sequences, and charts alongside teacher-led verbal explanations. For example, a social studies lesson on community helpers includes both labeled images and oral descriptions, reinforcing understanding through multiple modalities.</p> <p>Short, embedded comprehension checks, matching activities, and recall tasks are used throughout lessons to revisit key information. These formative quizzes give immediate feedback, reinforcing learning and identifying areas for reteaching. Teachers are prompted to ask “how” and “why” questions during instruction to promote deeper thinking.</p>
--	--	---

		The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.
Sonday System 1	None	<p>Sonday System 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, Recommendation(s)</p> <p>2. Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>3. Teach students to decode words, analyze word parts, and write and recognize words.</p> <p>These recommendations were built into the program by <u>developing foundational skills</u>.</p> <p>Sonday integrates phonemic awareness directly with phonics. Students engage in tasks such as saying each sound in a word, then writing the corresponding letter or letter combination, reinforcing the connection between spoken phonemes and printed graphemes. Lessons include systematic phonics instruction, word building, and structural analysis (prefixes, suffixes, roots). Students read word lists, sentences, and passages that reinforce the patterns they have just learned.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Magnetic Reading	Moderate Evidence	
CARS and STARS	None	CARS and STARS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide

		<p>Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s)</p> <p>1. Teach students how to use reading comprehension strategies. (Strong)</p> <p>2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Moderate)</p> <p>5. Establish an engaging and motivating context in which to teach reading comprehension. (Moderate)</p> <p>These recommendations were built into the program by <u>developing instructions to improve student comprehension.</u></p> <p>CARS (Comprehensive Assessment of Reading Strategies) is used to assess students' proficiency with specific strategies such as finding the main idea, making inferences, and identifying cause-effect relationships. STARS (Strategies to Achieve Reading Success) then explicitly teaches these strategies step-by-step, modeling how to apply them while reading. Lessons highlight different text structures, such as sequence, compare-contrast, and problem-solution, and show students how recognizing these patterns aids comprehension. CARS and STARS fosters engagement by providing leveled passages that match students' reading abilities, allowing them to experience success and see growth over time. Frequent feedback, visible progress through strategy mastery, and varied passage topics keep students motivated to apply comprehension strategies in different contexts.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
--	--	---

Phonics For Reading	None	<p>Phonics for Reading 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, Recommendation(s)</p> <p>2.Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>3.Teach students to decode words, analyze word parts, and write and recognize words</p> <p>These recommendations were built into the program by <u>developing foundational skills to support reading.</u> Students practice isolating and blending phonemes in words and then matching these sounds to the corresponding letters. Lessons often begin with oral sound drills where students repeat segmented sounds and then write the corresponding letters, reinforcing the sound–symbol relationships. Instruction uses cumulative review so students continually revisit previously learned sound–letter correspondences, strengthening long-term retention. The program provides structured decoding practice that builds from simple to complex word structures. Morphological instruction is embedded, with students learning to analyze and read multisyllabic words by identifying prefixes, suffixes, and base words. Spelling and dictation activities require students to write words and sentences from dictation, reinforcing decoding and encoding skills simultaneously. High-frequency words are introduced alongside decodable words, allowing students to practice both recognition and phonics application.</p> <p>These recommendations were built into the program by <u>developing</u></p>
---------------------	------	---

		<u>foundational skills to support reading.</u> The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Carnegie Learning Fast ForWord	Promising	
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>Orton Gillingham Strategies - Orton Gillingham does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s)</p> <p>1. Teach students how to use reading comprehension strategies. (Strong)</p> <p>2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Moderate)</p> <p>5. Establish an engaging and motivating context in which to teach reading comprehension. (Moderate)</p> <p>These recommendations were built into the program by <u>developing foundational skills.</u></p> <p>Orton-Gillingham lessons incorporate explicit modeling and guided practice in strategies such as predicting, visualizing, summarizing, and questioning while reading. This program supports students in justifying their answers using text evidence. Lessons include direct instruction in recognizing narrative structures (beginning, middle, end) and informational text structures (cause-effect, compare-contrast, sequence). Students practice identifying these structures through graphic organizers and oral retelling. Orton-Gillingham fosters engagement through multisensory activities students use tactile materials, color coding, and oral repetition alongside reading and writing tasks. The teacher connects reading selections to student interests, ensuring relevancy and motivation.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p> <p>Orton Gillingham Strategies include the following multisensory strategies: visual (irregular words, blending boards), auditory and tactile (fine motor skills) including writing letters in sand and shaving cream. Kinesthetic (gross motor skills) for muscle memory.</p> <p>Sonday System 1 - Sonday System 1 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, Recommendation(s)</p> <p>2. Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>3. Teach students to decode words, analyze word parts, and write and recognize words.</p> <p>These recommendations were built into the program by <u>developing foundational skills.</u></p> <p>Sonday integrates phonemic awareness directly with phonics. Students engage in tasks such as saying each sound in a word, then writing the corresponding letter or letter combination, reinforcing the connection between spoken phonemes and</p>		

printed graphemes. Lessons include systematic phonics instruction, word building, and structural analysis (prefixes, suffixes, roots). Students read word lists, sentences, and passages that reinforce the patterns they have just learned.

The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.

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

Tier 3 Problem Solving

At the Tier 3 level (i.e., for individual students for whom Tiers 1 and 2 are insufficient), problem solving teams are responsible for:

- Using data to identify the specific needs of an individual student, analyze underlying causes (using diagnostic assessment data), plan Tier 3 intervention, and monitor the student's response to the intervention.

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:			
Week	Days	Instructional Hours	Student Hours
June 16 – June 19	4	7:45 – 12:45	8:00 – 12:30
June 23 – June 26	4	7:45 – 12:45	8:00 – 12:30
June 30 – July 2	3	7:45 – 12:45	8:00 – 12:30
July 7- July 10	4	7:45 – 12:45	8:00 – 12:30
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):			
Magnetic Reading Moderate Evidence			
Alternative Assessment Used: Iowa Test of Basic Skills and i-Ready			

Additional Information (optional): N/A
--

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

Will the district implement this option? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please describe the grade level(s) that will be invited to participate. 2 nd and 3 rd Grades

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
i-Ready	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Unify/Performance Matters Formatives	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Student	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
				<input type="checkbox"/> Other

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

Tier 2 Problem Solving

At the Tier 2 level (i.e., for small groups of students for whom Tier 1 is insufficient), problem solving teams are responsible for:

- Developing, monitoring, evaluating, and adjusting actions plans for the provision of supplemental intervention (Tier 2) (at a follow up meeting, students for whom Tiers 1 and 2 are insufficient may be identified and discussed during a Tier 3 PST meeting)
- Using data to identify common needs of small groups of students, analyzing underlying causes through review of universal screener data or diagnostic assessment data
- Designing Tier 2, targeted intervention for small groups of students based on their similar needs, and monitor student response at the group level first (the intervention should be effective for around 70% of students), then at the individual student level
- Monitor and support fidelity of Tier 2 small group intervention
- Determine which students require more intensive, Tier 3 intervention

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

Tier 1 Problem Solving

At the Tier 1 level (i.e., for all students in a grade level, course, or content area), problem solving teams are responsible for:

- Developing, monitoring, evaluating, and adjusting action plans for changes in core instruction that is delivered to all students in a grade level, course, or content area (at a follow-up meeting, students for whom Tier 1 instruction is insufficient may be identified and discussed during a Tier 2 problem-solving meeting)
- Using data to address underperformance when fewer than approximately 80% of students are meeting expectations in a grade level, course or content area
- Through a problem-solving process, designing Tier 1, universal intervention (changes to whole group or differentiated instruction), and monitoring student response
- Monitoring and supporting the fidelity of Tier 1 whole group and differentiated instruction
- Identifying students in need of Tier 2 supplemental intervention

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

Tier 2 Problem Solving

At the Tier 2 level (i.e., for small groups of students for whom Tier 1 is insufficient), problem solving teams are responsible for:

- Developing, monitoring, evaluating, and adjusting actions plans for the provision of supplemental intervention (Tier 2) (at a follow up meeting, students for whom Tiers 1 and 2 are insufficient may be identified and discussed during a Tier 3 PST meeting)
- Using data to identify common needs of small groups of students, analyzing underlying causes through review of universal screener data or diagnostic assessment data
- Designing Tier 2, targeted intervention for small groups of students based on their similar needs, and monitor student response at the group level first (the intervention should be effective for around 70% of students), then at the individual student level
- Monitor and support fidelity of Tier 2 small group intervention
- Determine which students require more intensive, Tier 3 intervention

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

Tier 3 Problem Solving

At the Tier 3 level (i.e., for individual students for whom Tiers 1 and 2 are insufficient), problem solving teams are responsible for:

- Using data to identify the specific needs of an individual student, analyze underlying causes (using diagnostic assessment data), plan Tier 3 intervention, and monitor the student's response to the intervention.

Grades 6-8 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
<p>Students must meet the following criteria at the beginning of the school year:</p> <p>Prior Year (PY) FAST PM3 Level 3 or above.</p> <p>*Current Year FAST PM1/PM2 Level 3 and above. Note: All students receive Tier 1 core instruction. Sixth Grade FAST PM1/PM2 Level 3 or above Seventh Grade FAST PM1/PM2 Level 3 or above Eighth Grade FAST PM1/PM2 Level 3 or above</p> <p>*Current Year PM1/PM2 Level 3+ will be used to make placement decisions for new students or students missing a Prior Year PM3 score.</p> <p>i-Ready Diagnostic: Sixth Grade Scale score of 598 or above Seventh Grade Scale score 609 or above Eighth Grade Scale score 620 or above</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Fast PM1 – Level 3 and above. Note: All students receive Tier 1 core instruction. All students receive Tier 1 core instruction.</p> <p>* Current Year FAST PM1/PM2 Level 3 and above. Note: All students receive Tier 1 core instruction.</p>

Sixth Grade FAST PM1/PM2 Level 3 or above
 Seventh Grade FAST PM1/PM2 Level 3 or above
 Eighth Grade FAST PM1/PM2 Level 3 or above

*Current Year PM1/PM2 Level 3+ will be used to make placement decisions for new students or students missing a Prior Year PM3 score.

i-Ready Diagnostic: 50th Percentile and above

Sixth Grade Scale score of 598 or above

Seventh Grade Scale score 609 or above

Eighth Grade Scale Score 620 or above

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

Tier 1 Problem Solving

At the Tier 1 level (i.e., for all students in a grade level, course, or content area), problem solving teams are responsible for:

- Developing, monitoring, evaluating, and adjusting action plans for changes in core instruction that is delivered to all students in a grade level, course, or content area (at a follow-up meeting, students for whom Tier 1 instruction is insufficient may be identified and discussed during a Tier 2 problem-solving meeting)
- Using data to address underperformance when fewer than approximately 80% of students are meeting expectations in a grade level, course or content area
- Through a problem-solving process, designing Tier 1, universal intervention (changes to whole group or differentiated instruction), and monitoring student response
- Monitoring and supporting the fidelity of Tier 1 whole group and differentiated instruction
- Identifying students in need of Tier 2 supplemental intervention

Core Instruction

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

Name of Program	Year of Program Adoption
Savvas, <i>myPerspectives</i> 2017	2021

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

***Current Year FAST PM** Level 2 and below

Sixth Grade FAST PM1/PM2 Level 2 or below

Seventh Grade FAST PM1/PM2 Level 2 or below

Eighth Grade FAST PM1/PM2 Level 2 or below

*Current Year PM1/PM2 Level 2 will be used to make placement decisions for new students or students missing a Prior Year PM3 score.

i-Ready Diagnostic:

Sixth Grade Scale score of 597 or below

Seventh Grade Scale score of 608 or below

Eighth Grade Scale score of 619 or below

Report card grades of 69% and below

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Prior Year (PY) FAST PM3 Level 2 or no equivalent data. Schools may utilize historical/trend data (e.g., PY PM1 and PM2) to adjust placement based on student needs. Schools will revise, modify, intensify, or supplement instruction and interventions as necessary.

***Current Year FAST PM1/PM2** Level 2 and below
Sixth Grade FAST PM1/PM2 Level 2 and below
Seventh Grade FAST PM1/PM2 Level 2 and below
Eighth Grade FAST PM1/PM2 Level 2 and below

*Current Year PM1/PM2 Level 2 will be used to make placement decisions for new students or students missing a Prior Year PM3 score.

i-Ready Diagnostic 25th-49th Percentile Rank
Sixth Grade Scale score of 597 or below
Seventh Grade Scale score of 608 or below
Eighth Grade Scale score of 619 or below

Number of times per week interventions are provided: 2 to 4 times per week

Number of minutes per intervention session: 20 – 30 minutes per session

Course(s) where interventions take place: 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. Add additional rows as needed.

Name of Program		Verbiage (as needed)
Write Score	None	<p>Write Score does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Secondary Students to Write Effectively, Recommendation(s)</p> <p>1. Explicitly teach appropriate writing strategies using a ModelPractice-Reflect instructional cycle. (Strong) 2. Integrate writing and reading to emphasize key writing features. (Moderate)</p> <p>These recommendations were built into the program <u>analyzing writing prompts, writing short paragraphs, and structuring an essay.</u></p> <p>Write Score encourages students to plan, draft, revise, and edit their work through structured practice. This consistent practice helps students internalize the steps of the writing process. Students respond to a range of prompts—narrative, informative, and opinion—ensuring they learn to adapt writing style and structure to suit different purposes and audiences. As students complete Write Score assignments, they practice fundamental writing mechanics, including spelling, grammar, and sentence fluency. For digital submissions, students also develop typing and word processing skills,</p>

		<p>such as formatting text and revising electronically, which supports fluency in both print and digital writing environments.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		Verbiage (as needed)
Unique Learning System	None	<p>Unique Learning System does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Organizing Instruction and Study to Improve Student Learning, Recommendation(s)</p> <p>1.Space learning over time. Arrange to review key elements of course content after a delay of several weeks to several months after initial presentation. (Moderate)</p> <p>2.Interleave worked example solutions with problem solving exercises. Have students alternate between reading already worked solutions and trying to solve problems on their own. (Moderate)</p> <p>3.Combine graphics with verbal descriptions. Combine graphical presentations (e.g., graphs, figures) that illustrate key processes and procedures with verbal descriptions. (Moderate)</p> <p>5b. Use quizzes to re-expose students to key content. (Strong)</p> <p>7.Ask deep explanatory questions. Use instructional prompts that encourage students to pose and answer “deep-level” questions on course material. These questions enable students to respond with explanations and supports deep understanding of taught material. (Strong)</p> <p>These recommendations were built into the program by <u>developing instruction to improve student learning</u>. Lessons are intentionally revisited across weeks and months, with key skills and concepts spiraled back into new units. Instruction often pairs step-by-step model examples with opportunities for students to practice independently. Content integrates visual supports such as diagrams, illustrated step sequences, and charts alongside teacher-led verbal explanations. For example, a social studies lesson on community helpers includes both labeled images and oral descriptions, reinforcing understanding through multiple modalities. Short, embedded comprehension checks, matching activities, and recall tasks are used throughout lessons to revisit key information. These formative quizzes give immediate feedback, reinforcing learning and identifying areas for reteaching. Teachers are prompted to ask “how” and “why” questions during instruction to promote deeper thinking</p>

		The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.
Sonday System 2	None	<p>Sonday System 2 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s)</p> <p>2. Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>3. Teach students to decode words, analyze word parts, and write and recognize words.</p> <p>These recommendations were built into the program by <u>utilizing multisensory skills</u>. Sonday integrates phonemic awareness directly with phonics. Students engage in tasks such as saying each sound in a word, then writing the corresponding letter or letter combination, reinforcing the connection between spoken phonemes and printed graphemes. Lessons include systematic phonics instruction, word building, and structural analysis (prefixes, suffixes, roots). Students read word lists, sentences, and passages that reinforce the patterns they have just learned.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Curriculum Associates i-Ready Personalized Instruction	Moderate Evidence	
Grades 6-8/Phonics for Reading	None	<p>Phonics for Reading Grades 6-8 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),</p> <ol style="list-style-type: none"> 1. Build students' decoding skills so they can read complex multisyllabic words. (Strong) 2. Provide purposeful fluency-building activities to help students read effortlessly. (Strong) 3. Routinely use a set of comprehension-building practices to help students make sense of the text. (Strong) 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. (Moderate) <p>Phonics for Reading 6-8 supports this recommendation by systematically teaching multisyllabic word decoding and word structure (prefixes, roots, suffixes. This direct focus on word parts</p>

		<p>enhances both decoding and vocabulary growth, consistent with the WWC's emphasis on vocabulary instruction. Although the program is primarily decoding-focused, comprehension is built in through controlled reading passages. Teachers are guided to model "think-alouds," ask questions, and check for understanding. This aligns with the WWC's recommendation that students should be taught to monitor understanding and apply strategies while reading. Phonics for Reading provides teacher-led and partner discussion opportunities after reading short, controlled texts. Students are encouraged to explain how they decoded certain words, discuss the meaning of new vocabulary, and respond to comprehension questions in small-group settings. These discussions encourage deeper engagement with text, consistent with the WWC's emphasis on meaningful conversation around reading. The program is structured to show incremental progress, which builds confidence in struggling readers. Students quickly move from decoding isolated words to reading connected text, which reinforces a sense of accomplishment. The repeated practice, success with controlled passages, and clear evidence of growth help increase motivation, aligning with the WWC recommendation to engage adolescents by showing that reading improvement is possible and rewarding.</p> <p>These recommendations were built into the program by <u>engaging students in reading tasks to support reading</u>. The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Savvas <i>myPerspectives</i> (2017)	None	<p>SAVVAS myPerspectives does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s),</p> <ol style="list-style-type: none"> 1. Provide explicit vocabulary instruction. (Moderate) 2. Provide direct and explicit comprehension strategy instruction. (Strong) 3. Provide opportunities for extended discussion of text meaning and interpretation. (Moderate) 4. Increase student motivation and engagement in literacy learning. (Moderate) <p>These recommendations were built into the program by embedding scaffolded vocabulary and comprehension supports within each unit, using a gradual release model (teacher modeling, peer collaboration, independent application), providing collaborative learning tasks and extended discussions tied to essential questions, and integrating performance-based assessments and real-world texts to increase engagement. The program also includes formative assessments and teacher resources to help identify and support students who need additional help.</p>

		The district will support and monitor implementation of this program by establishing clear instructional expectations, monitoring fidelity through classroom walkthroughs, and using data student data to inform instructional adjustments.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Carnegie Learning Fast ForWord	Promising	
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Current Year Fast PM1/PM2 Level 1 and below Sixth Grade FAST PM1/PM2 Level 1 and below Seventh Grade FAST PM1/PM2 Level 1 and below Eighth Grade FAST PM1/PM2 Level 1 and below</p> <p>i-Ready Diagnostic: Sixth Grade Cut score of 566 or below Seventh Grade Cut score of 583 or below Eighth Grade Cut score of 594 or below</p> <p>Report card grades of 59% and below</p>		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
<p>Students who meet the following criteria at the beginning of the school year:</p> <p>Prior Year (PY) FAST PM3 Level 1 or No equivalent data. Schools may utilize historical/trend data (e.g., PY PM1 and PM2) to adjust placement based on student needs. Schools will revise, modify, intensify, or supplement instruction and interventions as necessary.</p> <p>*Current Year FAST PM Level 1 Sixth Grade FAST PM1/PM2 Level 1 Seventh Grade FAST PM1/PM2 Level 1 Eighth Grade FAST PM1/PM2 Level 1</p> <p>*Current Year PM1/PM2 Level 1 will be used to make placement decisions for new students or students missing a Prior Year PM3 score.</p> <p>i-Ready Diagnostic: 24th Percentile Rank or below Sixth Grade Cut score of 566 or below Seventh Grade Cut score of 583 or below Eighth Grade Cut score of 594 or below</p>		
<p>Number of times per week interventions are provided: 2 to 4 times per week</p> <p>Number of minutes per intervention session: 20 to 30 minutes per session</p> <p>Course(s) where interventions take place: M/J Intensive Reading 1000010, 1000012, and 1000014</p>		

Intensive, Individualized Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
i-Ready Personalized Instruction-Teacher Led Lessons	Moderate Evidence	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System	None	<p>Unique Learning System does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Organizing Instruction and Study to Improve Student Learning, Recommendation(s)</p> <p>1.Space learning over time. Arrange to review key elements of course content after a delay of several weeks to several months after initial presentation. (Moderate)</p> <p>2.Interleave worked example solutions with problem solving exercises. Have students alternate between reading already worked solutions and trying to solve problems on their own. (Moderate)</p> <p>3.Combine graphics with verbal descriptions. Combine graphical presentations (e.g., graphs, figures) that illustrate key processes and procedures with verbal descriptions. (Moderate)</p> <p>5b. Use quizzes to re-expose students to key content. (Strong)</p> <p>7.Ask deep explanatory questions. Use instructional prompts that encourage students to pose and answer “deep-level” questions on course material. These questions enable students to respond with explanations and supports deep understanding of taught material. (Strong)</p> <p>These recommendations were built into the program by <u>developing instruction to improve student learning.</u></p> <p>Lessons are intentionally revisited across weeks and months, with key skills and concepts spiraled back into new units. Instruction often</p>

		<p>pairs step-by-step model examples with opportunities for students to practice independently. Content integrates visual supports such as diagrams, illustrated step sequences, and charts alongside teacher-led verbal explanations. For example, a social studies lesson on community helpers includes both labeled images and oral descriptions, reinforcing understanding through multiple modalities. Short, embedded comprehension checks, matching activities, and recall tasks are used throughout lessons to revisit key information. These formative quizzes give immediate feedback, reinforcing learning and identifying areas for reteaching. Teachers are prompted to ask “how” and “why” questions during instruction to promote deeper thinking.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Sonday System 2	None	<p>Sonday System 2 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s),</p> <p>2. Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>3. Teach students to decode words, analyze word parts, and write and recognize words.</p> <p>These recommendations were built into the program by <u>utilizing multisensory skills</u>.</p> <p>Sonday integrates phonemic awareness directly with phonics. Students engage in tasks such as saying each sound in a word, then writing the corresponding letter or letter combination, reinforcing the connection between spoken phonemes and printed graphemes. Lessons include systematic phonics instruction, word building, and structural analysis (prefixes, suffixes, roots). Students read word lists, sentences, and passages that reinforce the patterns they have just learned.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Grades 6-8/Phonics for Reading	None	<p>Phonics for Reading Grades 6-8 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),</p> <p>1. Build students’ decoding skills so they can read complex multisyllabic words. (Strong)</p>

		<ol style="list-style-type: none"> 2. Provide purposeful fluency-building activities to help students read effortlessly. (Strong) 3. Routinely use a set of comprehension-building practices to help students make sense of the text. (Strong) 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. (Moderate) <p>Phonics for Reading 6-8 supports this recommendation by systematically teaching multisyllabic word decoding and word structure (prefixes, roots, suffixes. This direct focus on word parts enhances both decoding and vocabulary growth, consistent with the WWC's emphasis on vocabulary instruction. Although the program is primarily decoding-focused, comprehension is built in through controlled reading passages. Teachers are guided to model "think-alouds," ask questions, and check for understanding. This aligns with the WWC's recommendation that students should be taught to monitor understanding and apply strategies while reading. Phonics for Reading provides teacher-led and partner discussion opportunities after reading short controlled texts. Students are encouraged to explain how they decoded certain words, discuss the meaning of new vocabulary, and respond to comprehension questions in small-group settings. These discussions encourage deeper engagement with text, consistent with the WWC's emphasis on meaningful conversation around reading. The program is structured to show incremental progress, which builds confidence in struggling readers. Students quickly move from decoding isolated words to reading connected text, which reinforces a sense of accomplishment. The repeated practice, success with controlled passages, and clear evidence of growth help increase motivation, aligning with the WWC recommendation to engage adolescents by showing that reading improvement is possible and rewarding.</p> <p>These recommendations were built into the program by <u>engaging students in reading tasks to support reading</u>. The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
--	--	--

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Carnegie Learning Fast ForWord	Promising	

<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>Tier 3 Problem Solving</p> <p>At the Tier 3 level (i.e., for individual students for whom Tiers 1 and 2 are insufficient), problem solving teams are responsible for:</p> <ul style="list-style-type: none"> • Using data to identify the specific needs of an individual student, analyze underlying causes (using diagnostic assessment data), plan Tier 3 intervention, and monitor the student's response to the intervention.

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Achieve 3000 Literacy	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Citrus Common Assessment	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Tier 2 Problem Solving

At the Tier 2 level (i.e., for small groups of students for whom Tier 1 is insufficient), problem solving teams are responsible for:

- Developing, monitoring, evaluating, and adjusting actions plans for the provision of supplemental intervention (Tier 2) (at a follow up meeting, students for whom Tiers 1 and 2 are insufficient may be identified and discussed during a Tier 3 PST meeting)

- Using data to identify common needs of small groups of students, analyzing underlying causes through review of universal screener data or diagnostic assessment data
- Designing Tier 2, targeted intervention for small groups of students based on their similar needs, and monitor student response at the group level first (the intervention should be effective for around 70% of students), then at the individual student level
- Monitor and support fidelity of Tier 2 small group intervention
- Determine which students require more intensive, Tier 3 intervention

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

Tier 1 Problem Solving

At the Tier 1 level (i.e., for all students in a grade level, course, or content area), problem solving teams are responsible for:

- Developing, monitoring, evaluating, and adjusting action plans for changes in core instruction that is delivered to all students in a grade level, course, or content area (at a follow-up meeting, students for whom Tier 1 instruction is insufficient may be identified and discussed during a Tier 2 problem-solving meeting)
- Using data to address underperformance when fewer than approximately 80% of students are meeting expectations in a grade level, course or content area
- Through a problem-solving process, designing Tier 1, universal intervention (changes to whole group or differentiated instruction), and monitoring student response
- Monitoring and supporting the fidelity of Tier 1 whole group and differentiated instruction
- Identifying students in need of Tier 2 supplemental intervention

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

Tier 2 Problem Solving

At the Tier 2 level (i.e., for small groups of students for whom Tier 1 is insufficient), problem solving teams are responsible for:

- Developing, monitoring, evaluating, and adjusting actions plans for the provision of supplemental intervention (Tier 2) (at a follow up meeting, students for whom Tiers 1 and 2 are insufficient may be identified and discussed during a Tier 3 PST meeting)
- Using data to identify common needs of small groups of students, analyzing underlying causes through review of universal screener data or diagnostic assessment data
- Designing Tier 2, targeted intervention for small groups of students based on their similar needs, and monitor student response at the group level first (the intervention should be effective for around 70% of students), then at the individual student level
- Monitor and support fidelity of Tier 2 small group intervention
- Determine which students require more intensive, Tier 3 intervention

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

Tier 3 Problem Solving

At the Tier 3 level (i.e., for individual students for whom Tiers 1 and 2 are insufficient), problem solving teams are responsible for:

- Using data to identify the specific needs of an individual student, analyze underlying causes (using diagnostic assessment data), plan Tier 3 intervention, and monitor the student's response to the intervention.

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:	
Prior Year (PY) PM3 FAST Level 3 and above or a Concordant Score specified in Rule 6A-1.09422	
Ninth and Tenth Grade - Achieve 3000 "Meets" Lexile Level	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
FAST Prior Year (PY) PM3 FAST Level 3 and above	
Current Year FAST PM1/PM2 Level 3 and above	
Ninth Grade FAST PM1/PM2 Level 3 and above	
Tenth Grade FAST PM1/PM2 Level 3 and above	
Eleventh/Twelfth Grade Passing FAST Retake Level 3 or above or an approved Concordant Score (s. 1008.22)	
*Current Year PM1/PM2 Level 3+ will be used to make placement decisions for new students or students missing a Prior Year PM3 score.	
Achieve:	
Ninth Grade Achieve 3000 Lexile 1265 and above	
Tenth Grade Achieve 3000 Lexile 1340 and above	
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?	
Tier 1 Problem Solving	
At the Tier 1 level (i.e., for all students in a grade level, course, or content area), problem solving teams are responsible for:	
<ul style="list-style-type: none"> Developing, monitoring, evaluating, and adjusting action plans for changes in core instruction that is delivered to all students in a grade level, course, or content area (at a follow-up meeting, students for whom Tier 1 instruction is insufficient may be identified and discussed during a Tier 2 problem-solving meeting) Using data to address underperformance when fewer than approximately 80% of students are meeting expectations in a grade level, course or content area Through a problem-solving process, designing Tier 1, universal intervention (changes to whole group or differentiated instruction), and monitoring student response Monitoring and supporting the fidelity of Tier 1 whole group and differentiated instruction Identifying students in need of Tier 2 supplemental intervention 	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas <i>myPerspectives</i> (2017)	2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Common Assessments:	
Ninth/Tenth Grade: District Common Assessments 59% or below	

<p>Current Year FAST PM1/PM2 Level 2 and below Ninth Grade FAST Level 2 and below Tenth Grade FAST Level 2 and below</p> <p>Achieve: Ninth Grade Achieve 3000 Lexile 1260 and below Tenth Grade Achieve 3000 Lexile 1335 and below Eleventh/Twelfth Grade Achieve 3000 Lexile 1385 and below</p> <p>Concordant Scores: Eleventh/Twelfth Grade FAST Retake Level 2 or below ACT English and Reading Average Score 17 or below SAT EVBRW 460-470</p> <p>Grades below 69%</p>		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
<p>Students who meet the following criteria at the beginning of the school year: Prior Year (PY) FAST PM3 Level 2 or no equivalent data. Schools may utilize historical/trend data (e.g., PY PM1 and PM2) to adjust placement based on student needs. Schools will revise, modify, intensify, or supplement instruction and interventions as necessary.</p> <p>Current Year FAST PM1/PM2 Level 2 and below Ninth Grade FAST Level 2 and below Tenth Grade FAST Level 2 and below</p> <p><small>*Current Year PM1/PM2 Level 2 will be used to make placement decisions for new students or students missing a Prior Year PM3 score.</small></p> <p>Achieve: Ninth Grade Achieve 3000 Lexile 1260 and below Tenth Grade Achieve 3000 Lexile 1335 and below Eleventh/Twelfth Grade Achieve 3000 Lexile 1385 and below</p>		
<p>Number of times per week interventions are provided: 2-4 times per week</p> <p>Number of minutes per intervention session: 20-30 minutes per session</p> <p>Course(s) where interventions take place: Intensive Reading</p>		
<p>Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Write Score	None.	<p>Write Score does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Secondary Students to Write Effectively, Recommendation(s)</p> <p>1. Explicitly teach appropriate writing strategies using a ModelPractice-Reflect instructional cycle. (Strong)</p> <p>2. Integrate writing and reading to emphasize key writing features. (Moderate)</p>

		<p>These recommendations were built into the program by <u>analyzing writing prompts, writing short paragraphs, and structuring an essay.</u></p> <p>Write Score encourages students to plan, draft, revise, and edit their work through structured practice. This consistent practice helps students internalize the steps of the writing process. Students respond to a range of prompts—narrative, informative, and opinion—ensuring they learn to adapt writing style and structure to suit different purposes and audiences. As students complete Write Score assignments, they practice fundamental writing mechanics, including spelling, grammar, and sentence fluency. For digital submissions, students also develop typing and word processing skills, such as formatting text and revising electronically, which supports fluency in both print and digital writing environments.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Khan Academy	None	<p>Kahn Academy does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s)</p> <p>Khan Academy lessons often introduce academic vocabulary tied to math, science, history, and other content areas. Students encounter vocabulary in context and with scaffolds (videos, examples, and practice problems), aligning with the WWC recommendation to teach academic vocabulary explicitly. In subjects like history or science, Khan Academy integrates instructional videos and texts where comprehension strategies are modeled. Built-in practice questions then guide students to summarize or analyze information, which reflects the WWC’s call for explicit teaching of comprehension strategies. While Khan Academy is often individualized, teachers can extend lessons into classroom discussions. This builds opportunities for peer-to-peer discussion and interpretation, which the WWC emphasizes as essential for adolescent literacy. Khan Academy incorporates gamified features, such as progress tracking, mastery points, and badges. Students receive immediate feedback on practice tasks, reinforcing persistence and achievement. These features sustain motivation by making learning feel interactive and rewarding, in line with WWC’s recommendation to boost student engagement in literacy tasks. Khan Academy offers personalized pathways by adjusting the level of practice questions and providing “hint” scaffolds that break problems down step by step. Struggling readers or learners can replay videos, reread transcripts, and work through material at their own pace. This flexibility mirrors the WWC’s recommendation to provide targeted, intensive support for students who need additional intervention.</p> <p>These recommendations were built into the program by improving motivation and engagement for learning. The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
<p>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.</p>		
<p>Students with Disabilities</p>		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System	None	<p>Unique Learning System does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Organizing Instruction and Study to Improve Student Learning, Recommendation(s)</p> <p>1.Space learning over time. Arrange to review key elements of course content after a delay of several weeks to several months after initial presentation. (Moderate)</p> <p>2.Interleave worked example solutions with problem solving exercises. Have students alternate between reading already worked solutions and trying to solve problems on their own. (Moderate)</p> <p>3.Combine graphics with verbal descriptions. Combine graphical presentations (e.g., graphs, figures) that illustrate key processes and procedures with verbal descriptions. (Moderate)</p> <p>5b. Use quizzes to re-expose students to key content. (Strong)</p> <p>7.Ask deep explanatory questions. Use instructional prompts that encourage students to pose and answer “deep-level” questions on course material. These questions enable students to respond with explanations and supports deep understanding of taught material. (Strong)</p> <p>These recommendations were built into the program by <u>developing instruction to improve student learning.</u></p> <p>Lessons are intentionally revisited across weeks and months, with key skills and concepts spiraled back into new units. Instruction often pairs step-by-step model examples with opportunities for students to practice independently. Content integrates visual supports such as diagrams, illustrated step sequences, and charts alongside teacher-led verbal explanations. For example, a social studies lesson on community helpers includes both labeled images and oral descriptions, reinforcing understanding through multiple modalities.</p> <p>Short, embedded comprehension checks, matching activities, and recall tasks are used throughout lessons to revisit key information. These formative quizzes give immediate feedback, reinforcing learning and identifying areas for reteaching. Teachers are prompted to ask “how” and “why” questions during instruction to promote deeper thinking.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Sonday System 2	None	<p>Sonday System 2 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (Improving Adolescent Literacy: Effective Classroom and Intervention Practices) Recommendation(s)</p> <p>2.Develop awareness of the segments of sounds in speech and how they link to letters.</p>

		<p>3. Teach students to decode words, analyze word parts, and write and recognize words.</p> <p>These recommendations were built into the program by <u>utilizing multisensory skills</u>.</p> <p>Sondy integrates phonemic awareness directly with phonics. Students engage in tasks such as saying each sound in a word, then writing the corresponding letter or letter combination, reinforcing the connection between spoken phonemes and printed graphemes. Lessons include systematic phonics instruction, word building, and structural analysis (prefixes, suffixes, roots). Students read word lists, sentences, and passages that reinforce the patterns they have just learned.</p> <p>The district will support and monitor implementation of this program through PM 1, 2 and 3, including continued explicit instruction for professional learning.</p>
McGraw Hill, <i>Achieve 3000 Literacy</i>	Strong	
Savvas <i>myPerspectives</i> (2017)	None	<p>SAVVAS myPerspectives does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s),</p> <ol style="list-style-type: none"> 1. Provide explicit vocabulary instruction. (Moderate) 2. Provide direct and explicit comprehension strategy instruction. (Strong) 3. Provide opportunities for extended discussion of text meaning and interpretation. (Moderate) 4. Increase student motivation and engagement in literacy learning. (Moderate) <p>These recommendations were built into the program by embedding scaffolded vocabulary and comprehension supports within each unit, using a gradual release model (teacher modeling, peer collaboration, independent application), providing collaborative learning tasks and extended discussions tied to essential questions, and integrating performance-based assessments and real-world texts to increase engagement. The program also includes formative assessments and teacher resources to help identify and support students who need additional help.</p> <p>The district will support and monitor implementation of this program by establishing clear instructional expectations, monitoring fidelity through classroom walkthroughs, and using data student data to inform instructional adjustments.</p>
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Carnegie Learning Fast ForWord	Promising	

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

Common Assessments:

Ninth/Tenth Grade: District Common Assessments 49% or below

***Current Year FAST PM1/PM2 Level 1**

Ninth Grade FAST PM1/PM2 Level 1

Tenth Grade FAST PM1/PM2 Level 1

Achieve:

Ninth Grade Achieve 3000 Lexile 775 and below

Tenth Grade Achieve 3000 Lexile 830 and below

Eleventh/Twelfth Grade Achieve 3000 Lexile 950 and below

Concordant Scores:

Eleventh/Twelfth Grade FAST Retake Level 1 or below

ACT English and Reading Average Score 12 or below

SAT EVBRW below 450 and below

Grades below 59%

Tier 3 Problem Solving

At the Tier 3 level (i.e., for individual students for whom Tiers 1 and 2 are insufficient), problem solving teams are responsible for:

- Using data to identify the specific needs of an individual student, analyze underlying causes (using diagnostic assessment data), plan Tier 3 intervention, and monitor the student's response to the intervention.

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 9/10: Prior Year (PY) FAST PM3 Level 1 or no equivalent data. Schools may utilize historical/trend data (e.g., PY PM1 and PM2) to adjust placement based on student needs. Schools will revise, modify, intensify, or supplement instruction and interventions as necessary.

*** Current Year FAST PM1/PM2 Level 1**

Ninth Grade FAST PM Level 1

Tenth Grade FAST PM Level 1

Eleventh Grade FAST Retake Level 1

Twelfth Grade FAST Retake Level 1/Level 2 or no Concordant score (s. 1008.22)

*Current Year PM1/PM2 Level 1 will be used to make placement decisions for new students or students missing a Prior Year PM3 score.

Achieve:

Ninth Grade Achieve 3000 Lexile 775 and below

Tenth Grade Achieve 3000 Lexile 830 and below

Eleventh/Twelfth Grade Achieve 3000 Lexile 950 and below

Concordant Scores:

ACT English and Reading Average Score 12 or below

SAT EVBRW below 450 and below

Number of times per week interventions are provided: 3 to 5 times per week Number of minutes per intervention session: 20 – 30 minutes per session Course(s) where interventions take place: Intensive Reading - 1000412, 1000414, 100416, 100418		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
McGraw Hill, <i>Achieve 3000 Literacy</i> - Teacher-Led Lessons	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System	None	<p>Unique Learning System does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Organizing Instruction and Study to Improve Student Learning, Recommendation(s)</p> <p>1.Space learning over time. Arrange to review key elements of course content after a delay of several weeks to several months after initial presentation. (Moderate)</p> <p>2.Interleave worked example solutions with problem solving exercises. Have students alternate between reading already worked solutions and trying to solve problems on their own. (Moderate)</p> <p>3.Combine graphics with verbal descriptions. Combine graphical presentations (e.g., graphs, figures) that illustrate key processes and procedures with verbal descriptions. (Moderate)</p> <p>5b. Use quizzes to re-expose students to key content. (Strong)</p> <p>7.Ask deep explanatory questions. Use instructional prompts that encourage students to pose and answer “deep-level” questions on course material. These questions enable students to respond with explanations and supports deep understanding of taught material. (Strong)</p> <p>These recommendations were built into the program by <u>developing instruction to improve student learning.</u></p> <p>Lessons are intentionally revisited across weeks and months, with key skills and concepts spiraled back into new units. Instruction often pairs step-by-step model</p>

		<p>examples with opportunities for students to practice independently. Content integrates visual supports such as diagrams, illustrated step sequences, and charts alongside teacher-led verbal explanations. For example, a social studies lesson on community helpers includes both labeled images and oral descriptions, reinforcing understanding through multiple modalities.</p> <p>Short, embedded comprehension checks, matching activities, and recall tasks are used throughout lessons to revisit key information. These formative quizzes give immediate feedback, reinforcing learning and identifying areas for reteaching. Teachers are prompted to ask “how” and “why” questions during instruction to promote deeper thinking.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Sonday System 2	None	<p>Sonday System 2 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s)</p> <p>2.Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>3.Teach students to decode words, analyze word parts, and write and recognize words.</p> <p>These recommendations were built into the program by <u>utilizing multisensory skills.</u></p> <p>Sonday integrates phonemic awareness directly with phonics. Students engage in tasks such as saying each sound in a word, then writing the corresponding letter or letter combination, reinforcing the connection between spoken phonemes and printed graphemes. Lessons include systematic phonics instruction, word building, and structural analysis (prefixes, suffixes, roots). Students read word lists, sentences, and passages that reinforce the patterns they have just learned.</p> <p>The district will support and monitor implementation of this program through PM 1, 2, and 3, including continued explicit instruction for professional learning.</p>
Savvas myPerspectives (2017)	None	<p>SAVVAS myPerspectives does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s),</p> <p>1. Provide explicit vocabulary instruction. (Moderate)</p> <p>2. Provide direct and explicit comprehension strategy instruction. (Strong)</p> <p>3. Provide opportunities for extended discussion of text meaning and interpretation. (Moderate)</p> <p>4. Increase student motivation and engagement in literacy learning. (Moderate)</p> <p>These recommendations were built into the program by embedding scaffolded vocabulary and comprehension supports within each unit, using a gradual release</p>

		<p>model (teacher modeling, peer collaboration, independent application), providing collaborative learning tasks and extended discussions tied to essential questions, and integrating performance-based assessments and real-world texts to increase engagement. The program also includes formative assessments and teacher resources to help identify and support students who need additional help.</p> <p>The district will support and monitor implementation of this program by establishing clear instructional expectations, monitoring fidelity through classroom walkthroughs, and using data student data to inform instructional adjustments.</p>
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Carnegie Learning Fast ForWord	Promising	
<p>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>Tier 3 Problem Solving</p> <p>At the Tier 3 level (i.e., for individual students for whom Tiers 1 and 2 are insufficient), problem solving teams are responsible for:</p> <ul style="list-style-type: none"> Using data to identify the specific needs of an individual student, analyze underlying causes (using diagnostic assessment data), plan Tier 3 intervention, and monitor the student's response to the intervention. 		

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
Summer Literacy Institutes (Just Read, FL!)	K-5 District Literacy Coach & District Administrators	The Summer Literacy Institute will support coalitions, districts, and schools with effectively optimizing success for all students. There will be a targeted focus on evidence-based, standards-driven literacy instruction informed by the science of reading to accelerate learning and enhance student outcomes. The Summer Literacy Institute will be organized to provide professional learning to coalition, state and district literacy leaders as well as Voluntary Prekindergarten Education Program (VPK) through grade 5 staff at Reading Achievement Initiative for Scholastic Excellence (RAISE) Intensive Support Schools.
Regional Literacy Institute (Just Read, FL!)	6-12 Literacy Coaches and ELA Teachers	Through multiple professional learning sessions, participants will deepen their understanding of standards-aligned, evidence-based practices that are informed by the science of reading and address key literacy areas. Sessions will be provided to increase understanding of the science of reading to support the development of skilled reading in secondary students; build knowledge of evidence-based practices to be considered when planning and delivering ELA lessons aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA Standards; and encourage student engagement with grade-level reading and writing tasks supported by complex, rich and meaningful texts.
Professional Learning Communities	Instructional Coaches and Teachers	Collaborative Best Practices
Collaborative Planning Groups	Instructional Coaches and Teachers	Collaborative Best Practices

Literacy Leadership Team Initiatives	Administrators, Media Specialist, Teachers	Literacy Leadership Teams have long-term responsibilities including leading efforts to craft schoolwide literacy goals, creating action plans for developing curriculum, selecting materials, or evaluating instructional materials and implementation
UF Lastinger's Literacy Micro-Credentials	Instructional personnel: teachers, paraprofessionals, media specialists, school counselors, interventionists, and select schools' administrators.	On-demand reading professional learning. They give instructional strategies in real-time and receive individualized feedback and one-on-one support from an assessor.
UF Lastinger's Literacy Matrix	K-12 educators and coaches in Florida seeking to earn their Reading Endorsement.	The Literacy Matrix, developed in collaboration with the University of Florida Literacy Institute, helps teachers develop the specialized skills and knowledge needed to deliver effective reading instruction.
Inter/Intra-School Model Classroom Visits	VPK/PreK-12 instructional personnel	Inter-school and intra-school classroom visits are collaborative professional learning activities where teachers observe and learn from each other's teaching practices, both within and across schools. These visits offer a real-time, practical approach to professional learning, helping teachers reflect on their own practices and gain new perspectives.
Curriculum Associates-iReady	K-8 instructional personnel, coaches and administrators	Curriculum Associates' Professional Learning is focused on supporting educators in effectively implementing i-Ready, and driving meaningful student outcomes. This includes providing live, collaborative learning sessions and a library of digital resources, ensuring educators have the right support at the right time. The goal is to help teachers build connections, maximize their impact, and foster a thriving learning community in every classroom.
District and School Based Teacher Induction Plan (TIP)	VPK/PreK-12 instructional personnel	The Teacher Induction Program (TIP) is a structured, two-year, support system designed to help new teachers transition into the profession, accelerate their effectiveness, and improve retention. It involves mentoring, professional learning, and opportunities for reflection and growth. TIPs are job-embedded, integrated into the daily work of new teachers within their school and district.
Clinical Education Training for Mentor Teachers	VPK/PreK-12 instructional personnel	Clinical Educator Training (CET) is mandatory for school personnel and instructional staff who supervise or direct teacher preparation of students during field experiences or internships. This training equips educators with the skills to mentor and coach aspiring teachers, focusing on developing a growth mindset, conducting effective planning conferences, observing and

		diagnosing teaching practices, and providing targeted feedback.
Weekly Collaborative Planning	VPK/PreK-12 instructional personnel, coaches, administrators	Collaborative planning is a process where educators work together to create high-quality instruction, share ideas, and improve student outcomes. It's a joint effort to enhance teaching and learning by bringing diverse perspectives and expertise to the classroom.
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.		
<p>VPK teachers can sign up for the Emergent Literacy Micro-Credential through UF's Lastinger Center and the BEES Portal Professional Learning Alternatives for Prekindergarten.</p> <p>Partner with Early Learning Coalition to participate in the Classroom Assessment Scoring System (CLASS) to monitor student achievement in emotional support, classroom organization, and instructional support. CLASS Trainings links https://teachstone.com/florida/. Performance designations are assigned to providers based on their performance metric points.</p>		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.		
<p>Every decision made for students, whether for large or small groups or for individual students is based on information. This applies to decisions made for Tier 1, Tier 2, or Tier 3. The best decision making is done through 4-step problem solving. Using data, the right data, during structured problem solving ensures decisions are the most informed, defensible, and appropriate. It is critical that teams know what assessments yield what information, and what data answers the questions asked during each step of the problem-solving process.</p> <p>Professional Learning is differentiated for staff based on student enrollment/population. The third step of the problem-solving process focuses on the development of a comprehensive intervention plan. Teachers participate in ongoing professional learning for i-Ready (K-8) and Achieve 3000 (9-10), PST meetings based on data, and incorporate individual student needs, the MTSS process, and analysis of student achievement data.</p> <p>Within this plan, the team identifies an intervention that directly addresses the validated hypothesis and then establishes who will provide the intervention, when, and where. A comprehensive plan also includes details about how the plan will be supported (e.g., coaching, professional learning, reminders), how intervention fidelity will be measured, and how student progress will be monitored.</p> <p>In addition to problem solving at the Tier 1, 2, and 3 levels, schools regularly engage in problem solving at the schoolwide or systems level to address various topics/areas including but not limited to MTSS implementation (e.g., SAM), attendance, ODRs, EWS, safety, cafeteria, school climate and culture, Professional Learning, and student outcomes.</p>		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.		
<p>Citrus County School District embodies the belief and standard that there must be stringent and rigorous standards connected to those who fulfill the role of mentor teacher. The school principal can request that a teacher become a</p>		

mentor; the teacher has the option of accepting or rejecting the offer. However, before approaching a teacher, the principal must review the following mentor requirements and recommendations to ensure the teacher is fully qualified for the position. Only teachers recommended by the school principal and rated as Highly Effective or Effective can become mentors.

Requirements:

- Completion of three or more years of teaching experience, with a minimum of one (1) year of teaching experience in Citrus County;
- Successful completion of an initial Clinical Educator Training (a teacher who has not served as a Mentor or had an intern in the past 5 years will need to complete an update course);
- Rating of Highly Effective or Effective based on annual evaluations.

It is highly recommended that mentors should exhibit the following characteristics:

- Utilize data to drive instruction;
- Model effective teaching practices;
- Be well-planned and organized;
- Incorporate hands-on/active learning/authentic learning with balanced test preparation;
- Address different modalities such as kinesthetic, visual, and auditory;
- Exhibit positive and supportive interpersonal relationships with students and colleagues;
- Be open to the use of various types of technology as an instructional tool; and
- Teach using appropriate standards and curriculum with fidelity.

Other considerations involved in determining a mentor:

- Experience with the same content/grade level as the mentee
- Familiarity with the current school practices and procedures

Model classrooms are utilized by Learning Walks, where teachers meet at a designated school site, participate in professional learning, discuss takeaways, and then teachers are provided time to implement strategies observed in their own classrooms.

Professional Learning Time

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

Citrus County Schools practice Professional Learning Communities through Collaborative Planning sessions to ensure all students learn at high levels. A key priority for Citrus County Schools is to establish and implement common instructional practices that support student learning, engagement, and high expectations for all. PLCs meet once a week and submit documentation to administration.

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

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.

Teachers communicate with parents about their child's curriculum and instruction at grade level/course level and their child's progress. Teachers also communicate information about Tier 2 or Tier 3 interventions provided to address students' needs through teacher phone calls and conferences with parents. A Problem-Solving Team consisting of parents and educators discuss screening, diagnostic, progress monitoring, and other relevant student data. Program fidelity data is also reviewed and discussed. After each progress monitoring period parents are informed through Skyward of their child's progress. Students in K-5 with an SRD have monthly progress reports sent home through iReady or any other progress monitoring tool.

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 Family Engagement Read-At-Home Plan and New Worlds Reading Initiative flyers are shared with all parents on our school district website. In addition, the plan and flyers are sent home with each student who has been identified with a substantial deficiency in reading. These resources are provided to parents of students identified as receiving Tier 2 and Tier 3 services.

Partner with Early Learning Coalition to participate in the Classroom Assessment Scoring System (CLASS) to monitor student achievement in emotional support, classroom organization, and instructional support. CLASS Trainings links <https://teachstone.com/florida/>.

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

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

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

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

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

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

9) Highly Effective Teachers

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

In K-2, it is the district's priority to have all K-2 teachers designated as highly effective. Professional Learning is provided to all K-2 teachers on phonics instruction. This year, we are partnering with UFLI to provide phonics instruction that is grounded in research-based strategies so all of our K-2 teachers are proficient with phonics instruction. This leads to higher achievement for our K-2 students which leads to highly effective teachers. We also provide differentiated professional learning based upon teacher need and walkthrough feedback.

Partner with Early Learning Coalition to participate in the Classroom Assessment Scoring System (CLASS) to monitor student achievement in emotional support, classroom organization, and instructional support. CLASS Trainings links <https://teachstone.com/florida/>.

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

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

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

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

Signature:

Date:

SAMUEL C. COOPER
[Signature]

7/29/25