

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 in 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	Patti Hunt – Literacy Manager	phunt@flvs.net	239-826-7564
Data Element	Beth Gagne – Operations Admin.	egagne@flvs.net	941-322-2259
Third Grade Promotion	Ryan Foster – Principal FVES	rfoster@flvs.net	863-825-5262
Multi-Tiered System of Supports, ESE	Olivia Sinski – ESE Director	osinski@flvs.net	407-476-1350
Director of Instruction – Literacy	Dari Deas	ddeas@flvs.net	407-490-2629
Director of Instruction – Full Time Public Schools	Brett Cucuel	bcucuel@flvs.net	850-895-9591
Professional Learning	Olivia Burns – Director of L&D	oburns@flvs.net	561-203-5655
Tutoring	Amy Cummings	acummings@flvs.net	561-320-1313
ESOL	Rose Velez	rvelez@flvs.net	304-972-6569
Accountability	Eric Holland	eholland@flvs.net	386-259-0027
Assessment	Maria Campagnano	mcampagnano@flvs.net	407-338-3948
ELA K-5 Curriculum – Tier 1	Lizette Hernandez	lhernandez@flvs.net	407-694-0291
ELA 6-12 Curriculum – Tier 1	Amanda Messer	amesser@flvs.net	304-972-6569

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	302,227.00	3
Intervention teachers	399,769.00	4
Scientifically researched and evidence-based supplemental instructional materials	87,086.75	
Third grade summer reading camps	30,000.00	8
Summer reading camps		
Secondary Expenses		
Literacy coaches	206,244.00	2
Intervention teachers	504,327.00	6
Scientifically researched and evidence-based supplemental instructional materials	155,811.30	
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	4,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning	21,000.00	
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
District Literacy Team (Literacy Manager, Elem. Specialist, Middle Specialist, High Specialist)	427,082.00	4
Estimated Sum of Expenditures	2,137,547.05	27

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	N/A	N/A	N/A	N/A

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

N/A

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 (24-25 PM 2 Data)	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 – Early Literacy	10%	0%	68%	93%
K- STAR Reading	7%	0%	83%	100%
1 – Early Literacy	26%	2%	42%	81%
1 – STAR Reading	6%	0%	89%	99%
2 - Early Literacy	100% (2 students)	0%	0%	100%
2 – STAR Reading	21%	3%	62%	86%
3	13%	8%	66%	74%
4	14%	8%	63%	74%
5	15%	8%	59%	74%
6	7%	6%	75%	76%
7	12%	7%	67%	69%
8	12%	11%	63%	64%
9	13%	11%	61%	77%
10	13%	10%	60%	77%

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 the frequency of review	<ul style="list-style-type: none"> ● FAST STAR/ELA Reading 3X per year ● Supplemental program data ● Coaching Logs - Monthly ● Qualitative data from admin. meetings 	<ul style="list-style-type: none"> ● FAST Progress Monitoring Data- 3X/year ● iReady Diagnostic for Grades 3-5 – 2X/year ● DBA Assessments (1X/semester) ● Literacy Skill Assessment (K-2) - 1X/semester ● Write Score Assessment (3-5) - 2X/year
Actions for continuous support and improvement	<p>The literacy manager communicates regularly with literacy coaches, literacy specialists, support team managers, district directors, and school administration. Directors meet regularly with the school administration and support teams to review data, complete root cause analyses, and problem-solve.</p>	<p>The FVES administration team will regularly review and monitor student data. Progress will be discussed during classroom walkthrough 1:1 conversations between teachers and assistant principals. Data day events will be held at least twice a year to discuss fall and winter data with teachers, coaches, and administrators. The principal will discuss data with the assistant principals in administration meetings and 1:1 meetings throughout the year. The intervention team meets approximately weekly to discuss Tier 3 reading data. Academic support is provided to all students to address all levels of learners. Professional development is provided based on school and grade level data and instructional needs. Support is provided to parents/families to provide continuous literacy opportunities at home.</p>
Grades 6-8	District Level	School Level
Data that will be collected and the frequency of review	<ul style="list-style-type: none"> ● FAST ELA Reading 3X per year ● Supplemental program data ● Coaching Logs - Monthly ● Qualitative data from admin. meetings 	<ul style="list-style-type: none"> ● FAST Progress Monitoring Data- 3X/year ● Lexia Data (L25 students only)-3X/year

Actions for continuous support and improvement	The literacy manager communicates regularly with literacy coaches, literacy specialists, support team managers, district directors, and school administration. Directors meet regularly with the school administration and support teams to review data, complete root cause analyses, and problem-solve.	The FVMS administration will regularly review and monitor data. Student progress and classroom instruction are discussed in every classroom walkthrough with teachers. The intervention team meets weekly to discuss data and utilizes FOCUS Special Student Services to track Tier 2 & 3 reading students' progress. The Student Support Team meets weekly to discuss specific students at risk.
Grades 9-12	District Level	School Level
Data that will be collected and the frequency of review	<ul style="list-style-type: none"> ● FAST ELA Reading 3X per year ● Supplemental program data ● Coaching Logs - Monthly ● Qualitative data from admin. meetings 	FVHS will regularly review school grade data with a concentration on ELA learning gains and the bottom quartile twice a year (as part of the SIP or the SIP review). The FAST ELA Reading (3x per year), i-Ready, ORF, Progress Learning, and Achieve3000 progress monitoring data will also be reviewed throughout the year during administration meetings and walkthrough meetings with teachers.
Actions for continuous support and improvement	The literacy manager communicates regularly with literacy coaches, literacy specialists, support team managers, district directors, and school administration. Directors meet regularly with the school administration and support teams to review data, complete root cause analyses, and problem-solve.	Through Literacy Leadership Team, problem-solving, reading team meetings, and school-based leadership team meetings, FVHS will review and make instructional changes as needed.

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.

- Addition of PL for the Demonstration Classroom coaching model and resource bank to support the identification of mentor teachers. Teachers will be identified by principals. Literacy coaches will facilitate the demonstration classroom model and the principals will share with teachers.
- Addition of school-based PL regarding Florida's Formula for Reading Success - this will be a school-based training facilitated by school administration and the RtI teams for a deeper understanding of the MTSS process at each school.

- Finally, the Florida Virtual Elementary School will include more awareness in content area literacy in science and social studies for Tier 1 integration of explicit and systematic reading instruction. The literacy team will be providing district-wide training and coaching support on the BEST Standards and the EEs that are embedded in all courses at FLVS.

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

Elementary - The CERP will be reviewed by the principal or designee during administration meetings and a schoolhouse meeting with staff. The principal will consistently monitor reading data and have appropriate discussions with assistant principals related to data. The LLT will also discuss reading data at all meetings. Literacy coaches and school administrators collaborate at least bi-weekly to support Tier 1 instruction. All core teachers use the FAST progress monitoring data to track students' needs and performance. The principal ensures the Assistant Principals use classroom walkthrough questions that address monitoring student performance (data on Baseball Card), which include school-level data that is collected. Literacy coaches and administrators conduct non-evaluative classroom observations to identify instructional trends.

Middle - The CERP is reviewed during administration meetings with follow-up meetings with key stakeholders, including quarterly walkthroughs with the RtI specialist, and monthly walkthroughs with teachers who provide reading instruction. The LLT will also discuss reading data at all meetings and help monitor the implementation of the reading plan. Literacy coaches and school administrators collaborate bi-weekly to support Tier 1 instruction. There is consistent monitoring of all reading data.

High - The CERP will be reviewed during administrative meetings, during school-based leadership team meetings, and monthly walkthroughs with teachers. Monthly conversations between supervising assistant principals and teachers occur to discuss the implementation of support, data analysis, and areas of need. Reading plan implementation will be monitored through continued conversations with stakeholders, including LLT, the school administration team, the literacy coach, and teachers.

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

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.

NA

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

The Literacy Manager shares the literacy coach requirements with the principals at pre-school planning meetings and through the CERP dissemination meetings. Principals have access to the literacy coaches' Coach Logs. The logs document all the areas coaches should be spending time on. Follow-up chats occur throughout the year with principals if needed. The Literacy Coach job description is included on the district's internal site and the internal Department Roles and Responsibilities document for FLVS Full Time Public Schools.

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

Literacy coaches and specialists meet weekly as a team and bi-weekly one-on-one with the Literacy Manager to discuss their work within the schools. School-level administration works with the teaching staff to ensure coaches and specialists work within their roles. The coaches meet regularly with the school-based administration teams to discuss student data and determine schoolhouse coaching needs.

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?

During the literacy team meeting, the district provides time each week for the literacy coaches to receive needs-based professional development based on feedback received during monthly walkthrough calls with the literacy manager and literacy team members, Just Read monthly calls, and feedback from the district administration.

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

The literacy coaches and specialists track their time and activity on a Google Sheet coaching log. The Literacy Manager reviews the data bi-weekly and discusses coaching data with the coaches and specialists during monthly conversations. Principals can access the coaches' Google sheets to guide discussions with the literacy coaches.

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

Literacy coach effectiveness is measured annually through their end-of-year evaluation. SAM data is combined with qualitative data that is collected by the literacy manager. Data is gathered from the coaching logs, principal feedback, and monthly walkthrough conversations.

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?

FLVS's Student Achievement goal on the district's strategic plan is to "Meet/exceed state and national assessment averages. Our CERP supports the Key Performance Indicator (KPI) that FLVS Full Time K-12 grade will meet/exceed state averages on 78% of Advanced Placement (AP), End-of-Course (EOC), and year-end Florida Assessment of Student Thinking (FAST) assessments. To meet this goal, we must ensure that all students have access to the instruction, resources, and support that they need to be successful. This includes explicit and systematic instruction that is grounded in the science of reading and is scaffolded and differentiated based on student data. Literacy coaches are assigned to support each school, with three being assigned to the elementary school to support teachers with job-embedded professional development for Tier 1 instruction. FLVS students take the FAST ELA Reading PM assessments within the first 30 days of the school year. FLVS uses previous summative assessment scores when available to make beginning-of-the-year placement decisions in all grades. Students who demonstrate below grade level proficiency on either the screener and/or the previous year's state summative assessment then take diagnostic assessments to determine where specific deficiencies lie so that appropriate intervention supports can begin as needed. All students K-10 will be progress monitored in reading through the FAST ELA Reading PM assessments. Students in grades K-5 may be given Oral Reading Fluency assessments to identify the specific needs of students with decoding needs as applicable. Students in grades 3-5 will use i-Ready as a supplemental instructional resource and take the i-Ready Diagnostic assessment at least two times per year. Students in grades 6-12 receiving Tier 2 instruction will be progress monitored for comprehension through supplemental programs (Lexia and Achieve3000) and fluency as appropriate during Tier 3 interventions. Additional progress monitoring is conducted for all Tier 3 students as needed based on individual student goals. Students in grades 6-12 take summative standards-based course assessments (Segment Exams) after the first and second half of their FLVS ELA courses. All students in grades K-10 will participate in the state FAST ELA Reading summative assessment at the end of the school year. The school Decision Trees that accompany this plan include the assessment plans and a detailed description of how students move fluidly through the tiers of support depending on need. Finally, the district supports schools by ensuring that there are adequate, highly qualified teachers to deliver intervention instruction, literacy coaches, ESE teachers, and ELL specialists to support the teachers during all tiers of instruction. Supplemental instructional materials and targeted professional development in Universal Design for Learning, multisensory instruction, and the explicit and systematic delivery of reading instruction that is grounded in the Science of Reading and does not include the Three-cueing system to support high-quality reading instruction at all levels of 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.

NA

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

NA

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.](#)

NA

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 are 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 that 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 K-5

1. Grades K-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"/> 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"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
		<input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		
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 K-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?
Course Module Assessments/Literacy Skills Assessments	<input 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 checked="" 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 checked="" 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 checked="" 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 type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
Discussion Based Assessments	<input 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 checked="" 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 checked="" 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 checked="" 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 type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
i-Ready Diagnostic	<input 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 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 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 type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" 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?
Write Score	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input 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 type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" 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 type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
STAR CBM	Select Students	Phonological Awareness Phonics Fluency	Screening	As needed

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.

K-2: Students are identified as Tier 2 if they are performing one or more grade levels below Tier 1 instruction. Florida Virtual Elementary School (FVES) uses Tier 1 data to determine "below grade level". The data used, but not limited to, are FAST PM data, the course Literacy Skills Assessment, Discussion Based Assessments (DBAs), i-Ready Diagnostic, and classroom observations. If a student scores an achievement level 2 or below on the FAST STAR PM assessment testing, they must be invited to Tier 2. Once a student is placed in Tier 2, the Response to Intervention (RtI) team monitors the data after each Tier 2 phase (every 2-6 weeks) with the classroom teachers during a data meeting. The intervention team may screen for Tier 3 placement or discuss possible next steps if a student is not successful on Tier 2 progress monitoring (scoring below 60%) assessments, is unable to complete the practice items on the administrations of the FAST ELA Reading STAR Progress Monitoring (PM) Assessments, scores below the 10th percentile on the FAST ELA Reading STAR PM Assessment administrations, or through other teacher observation data that shows minimum skill levels for reading competence in one or more of the areas of phonological awareness; phonics; vocabulary; including oral language skills; fluency; and comprehension.

Grade 3: Students are identified as Tier 2 students if they are performing one or more grade levels below in Tier 1 instruction. FVES uses Tier 1 data to determine "below grade level". The data used, but not limited to are i-Ready Diagnostic, FAST, DBA, and classroom observations. Once a student is placed in Tier 2, the RTI team monitors the data after each Tier 2 phase (every 2-6 weeks) with the classroom teachers during a data meeting. If a student is not successful on Tier 2 progress monitoring (scoring below 70%) assessments the intervention team may screen for Tier 3 placement or discuss possible next steps. Grade 3 students are considered for Tier 3 intensive interventions if the student scores: 1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or 2. Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to Section 1008.22(3)(a), F.S.

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

Students are identified as Tier 2 students if they are performing one or more grade levels below Tier 1 instruction. FVES uses Tier 1 data to determine "below grade level". The data used, but not limited to, are i-Ready Diagnostic, FAST, DBA, and classroom observations. Once a student is placed in Tier 2, the RTI team monitors the data after each Tier 2 phase (every 2-6 weeks) with the classroom teachers during a data meeting. If a student is not successful on Tier 2 progress monitoring (scoring below 70%) assessments the intervention team may screen for Tier 3 placement or discuss possible next steps.

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 K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

K-3 students may be identified as exhibiting the characteristics of dyslexia based on screening using STAR CBM, diagnostic assessments such as i-Ready, statewide progress monitoring, or teacher observations. Once identified, students in grades K-3, students will be further screened using STAR CBM and will be provided with intensive tier 3 interventions based on the data results.

Appropriate evidence-based interventions will immediately be provided for a student whose parent submits documentation from a professional licensed under chapter 490 that demonstrates that the student has been diagnosed with dyslexia. Interventions will be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

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.

Any student identified as having characteristics of dyslexia shall undergo further screening. FVES will use STAR CBM Reading Rapid Automatic Naming Assessment (Renaissance) to screen further for dyslexia.

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

The effectiveness of Tier 1 instruction is monitored in several ways. Data is collected on the teacher data spreadsheets (Baseball Card). Data chats occur between administrators and teachers during monthly or bi-monthly one-on-one meetings. School administrators meet regularly with literacy coaches to discuss Tier 1 needs. Administration, support staff, literacy coaches, and teachers will review and discuss data and instructional implications during Data Day(s) to implement instructional shifts. The school-based Literacy Leadership Team will meet throughout the year to review school data and trends to determine needs.

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

The effectiveness of Tier 2 interventions is monitored by student attendance and standards-based progress monitoring that occur after Tier 2 lessons. Tier 2 data chats are conducted with each grade level for each phase (2-6 weeks) to analyze student data and an action plan for the following phase. Teachers will meet individually to review student data with administrators. If a student is not making progress, the intervention team will reach out to the student's homeroom teacher to investigate possible Tier 3 placement and/or support.

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

The effectiveness of Tier 3 interventions is monitored by student attendance and standards-based progress monitoring. Students are monitored regularly with multiple resources such as Phonological awareness and phonics screeners, reading accuracy percentage, fluency, and comprehension skills assessments.

Grades K-5 Decision Tree

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

Kindergarten - If a student scores an achievement level 3 or higher on the first administration of the FAST PM assessment, the student may receive Tier 1 instruction only. If a student scores an achievement level 2, they will receive Tier 1 instruction, and other data will be collected for the possible addition of Tier 2 (T2) intervention support. If a student scores an achievement level 1, they will be referred for T2 intervention support.

1st - 2nd grade - For students with prior EOY PM 3 data: If a student scores an achievement level 3 or higher on the previous year OR the first administration of the FAST assessment, the student may receive Tier 1 instruction only. If a student does not have previous years' scores, then the scores from the first administration of the FAST assessment will be used. If a student scores an achievement level 3 or higher, the student may receive Tier 1 instruction only. If a student scores an achievement level 2, they will receive Tier 1 instruction, and other data will be collected for the possible addition of Tier 2 intervention support. If a student scores an achievement level 1, they will be referred for T2 intervention support.

3rd – 5th grade - If the student scored a level 3 or higher on the 2024-2025 FAST ELA Reading PM 3 assessment, the student may receive Tier 1 instruction only. If a student does not have the previous year's scores, then the i-Ready diagnostic will be administered, and students scoring in the "Early On Grade Level" or higher may receive Tier 1 instruction only.

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

Module Exams (70% or higher)
Discussion-Based Assessments (70% or higher)
FAST ELA Reading PM levels 3 or higher

i-Ready diagnostic On-level benchmark scores
3rd grade – 511 or higher
4th grade – 557 or higher
5th grade – 581 or higher

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

- Teachers review classroom performance and curriculum assessment performance. The ELA content pod (teachers, literacy coaches, and APs) meets to review data and adjust plans based on data and BEST Standards.
- Teachers review FAST PM data to determine the performance level on the BEST standards.
- Based on data, teachers revise classroom instruction and differentiate as needed. Teachers may use WIDA Can Do Descriptors and use appropriate accommodations based on students' ESOL levels or IEPs. Teachers may use I do, We do, You do as a gradual release strategy to scaffold learning. Teachers may incorporate the use of scaffolds such as visuals and building background knowledge/extending to broaden learning.
- Teachers adjust Tier 1 instructional teaching practices weekly based on informal assessments and teacher observation.
- A referral to the Intervention Team may be initiated for possible Tier 2 placement if Tier 1 instruction data shows a student needs additional support.

<ul style="list-style-type: none"> Literacy coaches provide planning support through one-on-one coaching, grade-level, and/or content planning, as needed. 	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
FLVS K-5 ELA Curriculum	2018
i-Ready Personalized Reading Instruction (3-5)	2018
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students identified as below grade level on the FAST PM assessment may be referred for Tier 2 interventions. Students performing below grade level expectations as identified above, on Discussion Based Assessments (DBAs) and/or Literacy Skills Assessments (LSA) may be referred for Tier 2 interventions.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) K-2nd grade – If students meet one or more of the following criteria at the beginning of the school year, then they will receive Tier 1 instruction with Tier 2 supports. <ul style="list-style-type: none"> Are one or more grade levels below, as indicated by the data below Kindergarten – 2nd grade <ul style="list-style-type: none"> FAST PM Assessment—Achievement level 1 1st – 2nd grade <ul style="list-style-type: none"> Previous year’s FLVS curriculum Literacy Skill Assessment data Previous year’s Tier 2 data FAST PM Assessment 24-25 PM 3 data – Achievement level 2 or below 3rd – 5th grade – <ul style="list-style-type: none"> Previous year FAST PM Assessment Level 2 or below and/or Previous year’s Tier 2 data Beginning of the year i-Ready Diagnostic – “One Grade Level Below” or lower <ul style="list-style-type: none"> 3rd grade – 510 or below 4th grade – 556 or below 5th grade – 580 or below 	
Number of times per week interventions are provided: 1 or more sessions per week Number of minutes per intervention session: Minimum of 30 minutes per week	
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.	

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Raz-Plus	Strong	
Magnetic Reading (3-5)	Moderate	
Heggerty Phonemic Awareness (2 nd)		Heggerty Phonemic Awareness does not meet Strong, Moderate, or Promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong evidence. This recommendation was built into the program by explicit, systematic, and multisensory instruction in phonological and phonemic awareness. The district will support and monitor the implementation of this program by conducting data chats and observational walkthroughs, including training opportunities through the Heggerty online portal, collaborative planning support and modeling with the literacy coach, and team planning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP, and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. <ul style="list-style-type: none"> • Air tracing • Dry erase boards • Hand motions • Interactive synchronous Nearpod lessons • Drag and drop with online tools • Fill in the blanks • Visual resources • Shared reading (listening to the audio of the story/passage) • Text annotation • Matching activities • Highlighting tool • Table match • Content videos as applicable 		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		

<p>Students who have failed two or more Tier 2 (T2) progress monitoring assessments (59% or below) who are attending T2 with 70% attendance will have the homeroom teacher fill out a T3 help ticket request after the teacher has contacted the student's family. This will signal the Tier 3 reading screener and possible placement.</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: (Enter assessment criteria that will be used.)</p> <p>K-3rd grade –</p> <ul style="list-style-type: none"> If a student has been previously retained <p>K-2nd grade – If students meet one or more of the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> Are two or more grade levels below <p>Kindergarten – 2nd grade</p> <ul style="list-style-type: none"> FAST STAR Early Literacy/Reading Assessment – At/Below Benchmark 9th percentile or below <p>1st – 2nd grade –</p> <ul style="list-style-type: none"> Previous year's FLVS curriculum Literacy Skill Assessment data Previous year's Tier 2/3 data FAST PM Assessment 24-25 PM 3 – Level 1 BEST Standards Oral Reading Fluency Norms by Grade Level – At/Below the 10th percentile <ul style="list-style-type: none"> Grade 1 – Less than 9 WPM Grade 2 – 23 or less WPM <p>3rd – 5th grade –</p> <ul style="list-style-type: none"> FAST ELA Reading PM Assessment 24-25 PM3 – Level 1 and/or Previous year's Tier 2/3 data Beginning of the year, i-Ready Diagnostic "Two Grade Levels Below" or more <ul style="list-style-type: none"> 3rd grade – 473 or below 4th grade – 495 or below 5th grade – 541 or below <p>Additionally, pursuant to Section 1008.25(9), F.S., For grade 3, the student scores: 1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to Section 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or 2. Level 1 on the end of the year statewide, standardized English Language Arts assessment.</p>		
<p>Number of times per week interventions are provided: 1 or more days per week</p> <p>Number of minutes per intervention session: Minimum of 30 minutes per week</p>		
<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.</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Raz-Plus Teacher-led small group	Strong	
Magnetic Reading	Moderate	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP, and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <ul style="list-style-type: none"> • Letter manipulation • Dry erase boards • Hand movement, such as snapping syllables, movement for letter sounds • Virtual blending boards • Virtual word maps • Elkonin Boxes • Visual hand gestures for vocabulary • Visual and auditory drills 		
<p>What processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 3 interventions?</p> <p>The intervention team meets at least twice a month to discuss student progress. The team also collaborates to discuss effective instructional strategies related to Tier 3 instruction. The intervention team has one-on-one monthly meetings with the administrator of intervention to discuss student data, lessons, and/or parent communication. Parents receive a monthly Tier 3 reading update, including the Read at Home website. Annual Data Day(s) is a time when the team comes together twice a year to discuss progress and how to make improvements. The team works closely with the Tier 1 and Tier 2 instructors to discuss student progress and to support lesson/student goals. The problem-solving team may include, but is not limited to Tier 1 teacher, an intervention teacher, a school psychologist, an Rtl specialist, a speech pathologist, a literacy coach, an administrator(s), an ESOL Coordinator, and/or an ESE manager. The team discusses students' needs/ progress and the next steps during these meetings.</p>		

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

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

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

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

Schedule: June 11-30, 2026 2 hours a day of teacher-led class time instruction 1 hour a day of i-Ready Personalized Instruction Reading
Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>: Raz-Plus – Strong Evidence Magnetic Reading – Moderate Evidence i-Ready Personalized Instruction Reading – Moderate Evidence
Alternative Assessment Used: i-Ready: 50 th Percentile or higher
Additional Information (optional):

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

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

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 Diagnostic	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary	<input checked="" 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 type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually

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 checked="" type="checkbox"/> Comprehension		<input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Course Module & Segment Exams	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input 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 type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" 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 type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
Discussion Based Assessments (DBAs) – Curriculum & One-on-one as needed for intervention	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Student	<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"/> Diagnostic <input checked="" 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 type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
Write Score	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input 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 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 type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
Oral Reading Fluency	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" 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 type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Lexia Placement Assessment	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<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"/> 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 type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input 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 checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Other
IXL LevelUp Reading Diagnostic	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" 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 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 type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input 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 type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input 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 type="checkbox"/> As Needed <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.

As students are enrolled in Florida Virtual Middle School (FVMS) and placed in classes and support for the following year, Tier 2 (T2) placement is considered using the data available (test history, diagnostic scores, or previous report cards/transcripts) to identify students' level of support. If it is determined that a student needs T2 support (outlined in the Decision Tree below), then they are provided with additional small groups, targeted direct instruction, and supplemental instruction using Lexia. For T2 students, many data points are utilized, including but not limited to FAST PM1, i-Ready Diagnostic, IXL LevelUp Reading Diagnostic, and growth monitoring data points, along with fidelity within the Tier 2 supports (participation in Lexia lessons and attendance of live sessions) to determine if the addition of Tier 3 support is needed. Lexia, FAST Reading, and course assessment data will be used throughout the year to guide placement decisions. Additionally, consideration for T3 ELA placement includes prior-year placement with intervention support. Utilizing multiple data points is critical in determining the right support.

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

Tier 1 effectiveness is monitored by reviewing multiple data points, including but not limited to weekly curriculum module assessments and exams, FAST ELA PM assessments - 3X per year, Write Score assessments 2X per year, and DBAs. School-based administration meets regularly with grade-level and content teams in data chats to discuss student progress. School-based administration meets weekly with the Director of Instruction to discuss student data and curriculum effectiveness. Assistant Principals complete monthly walkthroughs with teachers, and data and instructional needs are discussed. The school-based Literacy Leadership Team will meet throughout the year to review school data and trends to determine needs.

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

Tier 2 effectiveness is monitored by reviewing additional data points, including the Lexia PowerUp Literacy auto placement data and students' progress in Lexia. Administrators conduct monthly meetings with the Intensive Reading teachers, providing Tier 2 support in which all assessment data may be reviewed. Tier 2 teachers collaboratively work with ESE teachers, the RtI Specialist, literacy coach, and ESOL Coordinator, who help to interpret data and make instructional decisions. Tier 2 teachers review the Student Progress Report (SPR) biweekly in grade-level meetings. These are utilized to identify areas of need within the curriculum based on student performance data.

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

Tier 3 effectiveness is monitored by reviewing all data points available for Tier 3 students. Attendance records of RTI Tier 3 intervention sessions are logged in FOCUS for progress monitoring and collecting peer data. The Student Support Team (SST) meets regularly, and progress reports are emailed to the families four times a year. Tier 3 intervention teachers meet regularly with their Assistant Principals to discuss data and instructional needs. Tier 3 teachers collaboratively work with Tier 2 teachers, ESE teachers, the RtI Specialist, literacy coach, and ESOL Coordinator, who help to interpret data and make instructional decisions.

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: (Enter assessment criteria that will be used.)</p> <p>If the student scored a level 3 or higher on the 2024-2025 ELA PM3 assessment, the student will receive Tier 1 instruction only.</p> <p>If the student does not have FAST ELA scores for the 2024-2025 SY, the 2023-2024 SY FAST ELA PM 3 assessment will be reviewed to aid in placement determination.</p> <p>If the student has no prior FAST PM 3 ELA scores, they will complete the i-Ready reading assessment to determine placement. Students scoring at or above the scale scores listed below will receive Tier 1 instruction only.</p> <p>i-Ready Scale Scores:</p> <ul style="list-style-type: none">• Grade 6: 598+• Grade 7: 609+• Grade 8: 620+
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>Students obtain a Level 3 or higher on the FAST ELA Reading PM assessments Students perform at 60% or higher proficiency on course assessments and exams Students perform at 60% or higher proficiency on Discussion Based Assessments (DBAs)</p>
<p>What procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none">• Small Group Content Support Sessions: Provided as needed for students who are not submitting course assignments and/or performing below 60% mastery.

- Collaborative Support: Involves support teachers, ESE teachers, the ESOL Coordinator, the literacy coach, and instructional coaches who monitor course and assessment data and provide support as needed.
- School-Wide Professional Development: Focuses on evidence-based literacy strategies, metacognitive strategies, and the science of reading.
- Data Analysis by Curriculum and Evaluation Teams: The curriculum department and evaluation and measurement teams analyze student performance data. State assessments and item analysis help gauge the success of the curriculum. The curriculum department stays updated with changes to standards and revises courses accordingly.
- Homeroom Student Progress Report (SPR): Utilized to identify areas of need within the curriculum based on student performance data.

Core Instruction

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

Name of Program	Year of Program Adoption
FLVS ELA 6-8 Curriculum	2016

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

After implementing Tier 1 strategies, if a student is still not meeting grade-level expectations, such as a Level 3 or higher on the FAST ELA Reading PM assessments or consistently scoring below a 60% on curriculum assessments or DBAs, they may be referred to the Student Support Team (SST). The SST may include members such as the RTI Specialist, general education instructors, administration, school counselors, mental health counselors, ESE specialists, ESOL coordinator, 504 coordinator, literacy coach, and others for further review. Remediation is supported by classroom teachers through various means, including open office hours, tutoring, help sessions, and asynchronous resources.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

If the student scored a Level 2 or below on the 2024-2025 FAST ELA PM 3 assessment, the student is placed with Tier 1 instruction with Tier 2 interventions utilizing the Lexia PowerUp program.

If the student does not have FAST ELA scores for 2024-2025, the 2023-2024 FAST ELA PM 3 scores will be reviewed. Students scoring Level 2 or lower on the 2023-2024 FAST ELA PM 3 may be placed with Tier 1 instruction and Tier 2 interventions utilizing the Lexia PowerUp program. Further assessments may be administered if needed to make placement decisions.

If a student has no prior FAST ELA scores, they will take the iReady Reading Diagnostic to determine class placement. Students scoring two or more grade levels below on the iReady Reading Diagnostic (see chart below) will receive Tier 1 instruction with the addition of Tier 2 interventions.

iReady Diagnostic Scores –
 6th grade – 565 and below
 7th grade – 582 and below
 8th grade – 593 and below

Number of times per week interventions are provided: 3 times per week Number of minutes per intervention session: 45 minutes per session Course(s) where interventions take place: M/J Intensive Reading 1,2,3		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Literacy	Promising	
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)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: The following data points will be considered to determine if Tier 3 interventions should be added: <ul style="list-style-type: none"> Lexia PowerUp Literacy Scores (Foundational Level in Word Study and/or Comprehension): <ul style="list-style-type: none"> 6th-grade students score at the Intermediate Low level. 7th-grade students score at the Intermediate Mid-level or below. 8th-grade students score at the High level or below. Progress Monitoring Data: <ul style="list-style-type: none"> Consistently below 60% mastery on standards-based assessments FAST ELA Reading Level 1 Fluency Screening and Monitoring Data: <ul style="list-style-type: none"> Below the 50th percentile rank for correct words per minute, according to ORF norms listed in the B.E.S.T. ELA guide. Lack of Progress Over Time: <ul style="list-style-type: none"> Progress monitoring data does not show increased scores, including Lexia PowerUp Literacy auto placement and/or FAST ELA Reading scores. Attendance and Participation: <ul style="list-style-type: none"> Students must be attending more than 50% of their Tier 2 class time sessions and completing at least 50% of the required lessons in Lexia PowerUp to be considered for Tier 3 interventions. 		

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: (Enter assessment criteria that will be used.)</p> <p>If the student scored a Level 1 on the 24-25 FAST PM3 ELA Reading assessment, the student will receive Tier 1 instruction, with the addition of Tier 2 & 3 interventions. And/or</p> <p>If a student has no prior FAST ELA scores and scores two or more grade levels below on the iReady Reading Diagnostic, they will receive Tier 1 instruction with Tier 2 interventions and will be given an additional assessment to determine if additional interventions are needed.</p> <p>If the student scores within the following IXL LevelUp Reading Diagnostic scale score range, they will also receive Tier 3 intensive instructional supports: IXL 6th Grade - < 350 overall scale score 7th Grade - < 450 overall scale score 8th Grade - < 550 overall scale score</p>		
<p>Number of times per week interventions are provided: Minimum of 2x per week</p> <p>Number of minutes per intervention session: 45 minutes per session</p> <p>Course(s) where interventions take place: M/J Intensive Reading 1,2,3</p>		
<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.</p>		
Name of Program		Verbiage (as needed)
Rewards Secondary		REWARDS® Secondary does not meet Strong, Moderate, or Promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong evidence; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text, Strong evidence; and Recommendation 4: Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information. These recommendations were built into the program by explicit and systematic instruction in multisyllabic

		decoding, word reading, encoding, and repeated readings with accuracy and prosody. It also includes explicit and systematic instructional routines for teaching morphology for word meaning, teaching students how to fund and justify answers to different types of questions, and helping students generalize these decoding and comprehension strategies to grade-level informational text reading. The district will support and monitor the implementation of this program by conducting data chats and observational walkthroughs, including training opportunities through the Rewards online portal, collaborative planning support with the literacy coach, ESE, ESOL, and RtI Specialist.
Lexia PowerUp Literacy Teacher-led small groups	Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP, and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
What procedures are in place to identify and solve problems to improve the effectiveness of Tier 3 interventions? School administration, specialists, and teachers analyze student performance data, including but not limited to Lexia PowerUp Literacy auto placement, IXL LevelUp Reading Diagnostic, FAST ELA Reading PM, curriculum exams, DBAs, and Tier 3 intervention session data. Additionally, classroom walkthroughs and observations by the administrator who oversees MTSS occur at least monthly to assess effectiveness. If the data or walkthroughs are not producing the desired results, further problem-solving will occur. This may include, but is not limited to, changing small groups for students, adjusting the goals, or switching to a different reading instructor. Additionally, the student may be referred to the SST to possibly review for additional support, such as an IEP.		

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?
Discussion Based Assessments (DBAs) – Curriculum and one-on-one, as needed for intervention	<input type="checkbox"/> Grade 9 <input 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 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"/> Diagnostic <input checked="" 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 type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
FLVS Curriculum Course Module & Segment Exams	<input type="checkbox"/> Grade 9 <input 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 checked="" 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 type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
i-Ready Diagnostic	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input 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 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 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 type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Achieve 3000 Level Set	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input 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 type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
Write Score	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input 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 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 type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> 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?
				<input checked="" type="checkbox"/> Other
Oral Reading Fluency (ORF) Six Minute Solution	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input 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 checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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 type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input 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 type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input 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 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.

As students are enrolled in Florida Virtual High School (FVHS) and placed in classes for the following year, Tier 2 (T2) course placement is considered for T2 English Language Arts (ELA) needs. Using the data available (test history, diagnostic scores, or previous placement indicated in transcripts), students are placed in an English course by the school counselor, students with data points indicating T2 ELA needs (outlined in our Decision Tree below) are placed in an Enhanced English Language Arts (ELA) course. Enhanced ELA courses offer embedded supplemental reading support with guided practice utilizing reading strategies through the Achieve 3000 program. At the beginning of the school year, 9th and 10th-grade students will participate in the FAST ELA Reading Progress Monitoring (PM) assessment. This data will be reviewed to determine if Tier 3 (T3) ELA support should also be added. For 11th & 12th graders and those who do not complete the FAST ELA Reading PM during the testing window, i-Ready Diagnostic Reading scores will be used to guide placement decisions. Additionally, consideration for T3 ELA placement includes prior-year intervention support. Utilizing multiple data points is critical in determining the right support.

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

Tier 1 effectiveness is monitored in several ways. Regular administrative walkthroughs occur to ensure evidence-based practices are being implemented. Live lesson observations occur regularly as part of the evaluation process and for coaching support from the literacy coach and instructional coaches. Student data from course assignments, Module/Segment exams, DBAs, FAST ELA Reading, and Write Score are reviewed regularly in collaboration with teachers, administrators, and coaches. The school-based Literacy Leadership Team will meet throughout the year to review school data and trends to determine needs.

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

Tier 2 effectiveness is monitored in several ways. Regular administrative walkthroughs occur to ensure evidence-based practices for intervention are being implemented in the Enhanced ELA courses. Live lesson observations occur regularly as part of the evaluation process and for coaching support from the literacy coach and instructional coaches. Student data from course assignments, Module/Segment exams, DBAs, FAST ELA Reading, and Write Score are reviewed regularly in collaboration with teachers, administrators, and coaches. Data chats occur regularly with families.

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

Tier 3 effectiveness is monitored in several ways. Live lesson observations occur regularly as part of the evaluation process and for coaching support from the literacy coach and instructional coaches. Tier 3 data is reviewed regularly, including data from live sessions, course progress, Achieve 3000, ORF, and FAST ELA Reading. Data chats occur regularly with families.

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: (Enter assessment criteria that will be used.) If a student has earned a Level 3 or above on the 2024-25 FAST ELA Reading PM3 assessment, has met their ELA graduation assessment requirement, has earned an i-Ready Reading Diagnostic assessment cut score listed below, OR has demonstrated exceptional academic performance on grades and relevant past test history as determined by school administration the student may receive Tier 1 instruction only. i-Ready Reading cut scores by grade: 9th grade: 605 or higher 10th grade: 625 or higher 11th grade: 637 or higher 12th grade: 645 or higher
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Discussion Based Assessments (DBAs) with a 60% or higher proficiency Average passing score of 60% or higher on course assessments and exams FAST ELA Reading PM assessments Level 3 and above
What processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction and/or curriculum provided to students? <ul style="list-style-type: none">● Data review of FAST ELA Reading PM assessments for 9th and 10th graders● Data review of Write Score assessments for 9th and 10th graders● Analyze course and classroom data with the support of the supervising Assistant Principal● Professional Learning Community (PLC) study● Support from resource teachers, the literacy coach, instructional coaches, ESOL Coordinators, and ESE team members● School-wide professional development on evidence-based literacy, metacognitive strategies, and the Science of Reading● Achieve 3000 student usage and performance data (Level 3 students)

Name of Program		Year of Program Adoption
FLVS ELA 9-12 ELA Curriculum		2011
Achieve 3000 Secondary – Empower3000 (Grade 9/10 - Level 3 students)		2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: If a student is consistently performing below 60% in the ELA coursework and on Discussion Based Assessments, the student may then be referred to the reading intervention team to be screened for Tier 2 ELA support. Screening may include a review of FAST ELA Reading scores, Achieve 3000 scores, Oral Reading Fluency (ORF) assessment, or Language Screening, as appropriate.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students who have earned Level 1 or 2 on their most recent FAST ELA Reading PM assessment. If the previous test history is not available, the following will be considered: a combination of previous placement in Intensive reading, academic performance, and the i-Ready Diagnostic will be administered, and the following cut scores will be considered for the addition of Tier 2 intervention support. i-Ready cut scores by grade: 9th - 604 or lower 10th - 624 or lower 11th - 636 or lower 12th - 644 or lower		
Number of times per week interventions are provided: 2X per week Number of minutes per intervention session: Minimum of 30 minutes Course(s) where interventions take place: English 1/Research 1; English 2/Research 2; English 3/Research 3; English 4/Fundamental Research		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve3000 – Secondary – Empower3000 (Teacher assigned lessons for targeted standard instruction)	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 needed.		

Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>The following data points will be considered to determine if Tier 3 interventions should be added:</p> <ul style="list-style-type: none"> • Progress Monitoring Data: <ul style="list-style-type: none"> ○ Consistently below 60% mastery on standards-based assessments ○ FAST ELA Reading Level 1 • Lack of Progress Over Time: <ul style="list-style-type: none"> ○ Progress monitoring data does not show increased scores, including Achieve3000 Level Set scores and/or FAST ELA Reading scores. • Achieve3000 Level Set – Below the 25th percentile on the Lexile Grade Level Chart 		
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: (Enter assessment criteria that will be used.)</p> <p>Students who have earned Level 1 on their most recent FAST ELA Reading PM assessment.</p> <p>If the previous test history is not available, the following will be considered: a combination of previous placement in Intensive reading, academic performance, and the i-Ready Diagnostic will be administered, and the following cut scores will be considered for the addition of Tier 3 intervention support. Students who accept T3 support are also administered the ORF assessment to determine decoding support needs.</p> <p>Oral Reading Fluency (ORF) Cut Score: 112 CWPM or lower (25th percentile) - Students will receive targeted decoding instruction.</p> <p>i-Ready Reading cut scores by grade: 9th - 593 or lower 10th- 604 or lower 11th- 624 or lower 12th - 636 or lower</p>		
<p>Number of times per week interventions are provided: 4x per week</p> <p>Number of minutes per intervention session: 30 minutes per session</p> <p>Course(s) where interventions take place: English 1/Research 1; English 2/Research 2; English 3/Research 3; English 4/Fundamental Research</p>		
<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.</p>		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve3000 Secondary – Empower3000 (Including the Word Study Component) Teacher-led component	Strong	
Progress Learning Reading (11-12) Teacher-led component	Promising	
Six Minute Solution		Six Minute Solution does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, pgs.12-19, Strong evidence. These recommendations were built into the program with purposeful repeated readings, and it provides an opportunity for students to read a wide range of texts. The Six-Minute Solution addresses word reading, letter sounds, prefixes/suffixes, and passage reading fluency. The district will support and monitor the implementation of this program by regularly reviewing the data collected through this program and by providing professional learning sessions on the Science of Reading for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
What processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 3 interventions? <ul style="list-style-type: none"> • Problem-solving meetings with the Tier 3 reading team, including the supervising administrator, the RtI Specialist, and the reading intervention instructors • Data chats with students and families about the RtI and PM data • Professional Learning Communities • Support from ESE resource teachers, the literacy coach, and ESOL coordinators • School-wide professional development on evidence-based literacy and metacognitive strategies (clarification, summarization, graphic organizers, outlining, prediction) 		

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 FEEP 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 the Professional Learning, the Target Audience, and the Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
Science of Reading Pathway	Certified Instructional Personnel	The science of reading is a vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing. This research has been conducted over the last five decades worldwide and is derived from thousands of studies conducted in multiple languages. Each month, the Literacy Specialists take a deep dive into the science of reading practices you can use to increase your students' literacy skills.
Evidence-based Practices District Literacy Training Pathway	Certified Instructional Personnel	Evidence-based literacy practices delve into the latest research-supported strategies for effective literacy instruction. Join the FLVS Literacy Specialists as we explore evidence-based literacy practices that foster student literacy development in all content areas. Each month focuses on a different literacy component (vocabulary, comprehension, or writing) and features specific, evidence-based recommendations.
Unlocking Literacy: Dyslexia Simulations and Strategies Series	Certified Instructional Personnel	Discover effective strategies to support students with dyslexia in overcoming writing challenges. These sessions will explore the complexities of dyslexia, provide practical tools, and build educators' confidence in helping these students succeed.
Grades K-2, 3-5, 6-12 BEST Standards Overview Trainings - Recordings	Certified Instructional Personnel	Join the State Regional Literacy Directors as they share overviews of Florida's BEST ELA standards.

Utilizing Wide Reading to Support Standards-based Instruction	Certified Instructional Personnel	During these sessions, the literacy team will share how you can utilize the BEST Book List, Civic Literacy Reading List, Commissioner's Book List, and the New Worlds Reading Book List in your classroom instruction to support students' reading achievement.
Literacy Look Fors for Administrators	Instructional Leadership	During this session, the literacy team provides look-fors for administrators as they DISCOVER literacy in live lessons and DBAS. A resource folder can be accessed by contacting Patti Hunt, Literacy Manager.
The EE Equation: Every Educator + Effective Literacy = Enhanced Learning	Certified Instructional Personnel	This session is designed to equip all educators, regardless of content area or elective specialty, with the skills to integrate literacy practices into their existing curriculum, fostering deeper comprehension and critical thinking across all subjects. Leave with actionable tools and resources to cultivate a literacy-rich learning environment for every student.
FCRR Reading Endorsement Pathways	Certified Instructional Personnel	Competencies 1-5 of the Reading Endorsement
UF Literacy Matrix/Microcredential	Certified Instructional Personnel	We assist teachers in obtaining either their Microcredential or their Reading Endorsement through the UF Literacy Matrix.
Professional Learning Communities	Certified Instructional Personnel	Teachers meet monthly with their PLC groups. PLC topics are determined by the school or the teacher's needs.
The Writing Rope: A Framework for Explicit Writing Instruction in all Subjects	Certified Instructional Personnel	Join the Literacy Team for a five-week district-wide book study using The Writing Rope, by Joan Sedita. Joan Sedita's innovative Writing Rope weaves multiple skills and strategies into five fundamentals of a comprehensive writing curriculum: critical thinking, syntax (sentences), text structure, writing craft, and transcription (spelling and handwriting). Perfect for professional development, this invaluable planning guide will help teachers apply the science of reading to the skill of writing—and help students master a critically important aspect of literacy.
Demonstration Classrooms	Certified Instructional Personnel	Literacy coaches will work with identified mentor teachers to deliver demonstration lessons that will be recorded and compiled into a bank of lessons focused on explicit, systematic, differentiated instruction that is grounded in the science of reading.

Florida's Formula for Reading Success	Certified Instructional Personnel	Schools will provide in-depth training on Florida's Formula for Reading Success including the six components of reading, the four types of assessment and the three Tiers of instruction.
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>FLVS provides multiple pathways to earn the Reading Endorsement through a district add-on program using the state-approved FCRR, UF Literacy Matrix Pathways, and college course credit based on FL DOE transcript review. FLVS supports teachers in the process of earning the Literacy Microcredential through the UF Lastinger Center.</p>		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.		
<p>Follow-up implementation support for all professional development is provided by dedicated grade-level literacy coaches and specialists through open office hours and one-on-one job-embedded coaching. As indicated by progress monitoring, course, and observational data, professional development activities will be differentiated and intensified based on teacher needs and principal requests. Principals work with the school-based literacy coaches to determine PD needs of their teachers and may request the coaches to provide training during school, content, or grade-level meetings.</p>		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.		
<p>Mentor teachers are identified by the principals based on several data points, recommendations, student data, and interest. The school and district literacy teams work together to collect recordings of live lessons and/or literacy coach demonstrations to facilitate reflective discussions on effective classroom practices. A bank of recorded demonstration classroom lessons is being built to utilize for future coaching and mentoring sessions.</p>		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning.		
<p>Teachers are provided with time to focus on PD at a minimum of once per week and have access to a library of varying professional development content to include effective teaching strategies, literacy, and evidence-based strategies. Teachers meet through content or grade level planning, at schoolhouse meetings, and monthly during PLCs.</p>		

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
FLVS Tutoring Program	K-5	FLVS offers an in-house tutoring program focused on English Language Arts (ELA) for students in grades K-5. The program uses evidence-based practices to support the development of Phonological and phonemic awareness, decoding, automaticity, and reading comprehension. Students are referred by their ELA teacher of record based on progress monitoring assessment data and/or classroom assessment data. Tutoring instruction is evidence-based and grounded in the science of reading. Tutoring services occur before or after school and are in addition to the current tiered intervention or support. Tutoring instruction is provided by certified instructors. The tutoring program is designed to support students in developing essential reading skills and achieving academic success.

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.

A Reading Deficiency Letter is sent to parents of all students working below grade level as defined by statute. Multisensory strategies are outlined to provide activities that a Learning Coach can consistently implement at home to increase literacy skills. It includes the FLVS Read-At-Home website, dedicated to providing evidence-based, science of reading resources for parents in English and Spanish. It also includes information on the New Worlds Reading Initiative to provide these families with opportunities to receive books with reading guides monthly. Literacy nights for parents and students are held twice a year to include reading strategies in action to implement at home. Tier 2/Tier 3 teacher support is provided, which includes frequent communication touchpoints on student progress. Students in Tier 3 receive the required monthly communication per statute. Families are provided with information on how their students are currently performing, along with additional strategies they can work on with them at home. Students may be referred to FLVS tutoring for more support.

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).

FLVS partners with the New Worlds Reading Initiative (NWRI) to identify eligible students to participate in the program, including NWRI staff-led events. FLVS also has higher education partners, such as Florida State University, in which graduate students provide resources and interventions for students and families. FLVS holds many literacy-based events throughout the school year including a week long of events for Celebrate Literacy Week, Read Across America, and World Read Aloud Day.

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
LA	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
LA	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.
LA	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.
LA	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist, and a lead teacher, as applicable.
LA	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
LA	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as literacy coaches and spend limited time administering or coordinating assessments.
LA	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
LA	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
LA	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):
Dr. Louis Algaze

Signature:

Date: 6/26/2026

	
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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.

FLVS ensures the assignment of Highly Effective teachers, as defined in s. 1012.34(2)(e), to kindergarten through grade 2 as a strategic priority. End-of-year evaluation data is systematically reviewed to identify Highly Effective educators, who are then placed in these foundational grades to maximize early literacy development and student learning outcomes. This practice is a deliberate and essential component of our commitment to providing high-quality instruction during the most critical years of academic growth.