

## Flagler County's Comprehensive Evidence-Based Reading Plan

*Approved by the Flagler Schools School Board on 7/22/25*

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

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

### 1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Jeffrey Reaves	<a href="mailto:reavesj@flaglerschools.com">reavesj@flaglerschools.com</a>	386-437-7526
Data Element and Assessment	Scott Reynolds	<a href="mailto:reynoldss@flaglerschools.com">reynoldss@flaglerschools.com</a>	386-437-7526
Third Grade Promotion and Summer Reading Camp	Kristin Frank	<a href="mailto:frankk@flaglerschools.com">frankk@flaglerschools.com</a>	386-437-7526
Multi-Tiered System of Supports	Anna Lisowski	<a href="mailto:lisowskia@flaglerschools.com">lisowskia@flaglerschools.com</a>	386-437-7526
Elementary English Language Arts	Kristin Frank	<a href="mailto:frankk@flaglerschools.com">frankk@flaglerschools.com</a>	386-437-7526
Secondary English Language Arts	Jaime Everage	<a href="mailto:everagej@flaglerschools.com">everagej@flaglerschools.com</a>	386-437-7526
Reading Endorsement	Kristin Frank	<a href="mailto:frankk@flaglerschools.com">frankk@flaglerschools.com</a>	386-437-7526
Reading Curriculum	Jeffrey Reaves	<a href="mailto:reavesj@flaglerschools.com">reavesj@flaglerschools.com</a>	386-437-7526
Professional Development	Amy Ferrer	<a href="mailto:ferrera@flaglerschools.com">ferrera@flaglerschools.com</a>	386-437-7526

### 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)
<b>Elementary Expenses</b>		
Literacy coaches	\$425,194	5
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
<b>Secondary Expenses</b>		
Literacy coaches	\$328,159	4
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
<b>PreK-Grade 12 Expenses</b>		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
<b>Other – Please Describe (Add additional rows as needed.)</b>		
<b>Estimated Sum of Expenditures</b>	<b>\$753,353</b>	<b>9</b>

### 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	2024-2025	Goal for 2025-2026	2024-2025	2025-2026

	% of Students Scoring	% of Students Scoring	% of Students Scoring	% of Students Scoring
	Urgent Intervention <10 <sup>th</sup> percentile	Urgent Intervention <10 <sup>th</sup> percentile	At & Above Benchmark 40 <sup>th</sup> percentile & above	At & Above Benchmark 40 <sup>th</sup> percentile & above
VPK	3%	3%	86%	88%

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

Following the analysis of student performance data after each progress monitoring window, the district will continue to facilitate data discussions with teachers. These discussions aim to identify areas of academic strength in early literacy skills as well as areas requiring improvement.

To ensure fidelity in the implementation of the Foundations program, we will conduct quarterly data walks in our classrooms and retrain as needed. Additionally, we will monitor student progress, particularly for those identified as demonstrating deficiencies during FAST assessments.

School-based teams will meet monthly to hold data meetings focused on reviewing student progress. All campuses are committed to providing daily small-group instruction as part of Tier 1 interventions. Furthermore, we have established intervention times twice daily to address both enrichment and remediation based on individual student needs.

Literacy specialists at all five elementary schools are available to support teachers by offering coaching sessions as needed. This collaborative approach is designed to enhance instructional practices and improve student outcomes in literacy. As new teachers and paraprofessionals are hired, they will be trained by the Literacy specialist immediately.

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

FAST					
Tested Grade Level	2024-25, PM3 (End-of-Year) Percentage of Students			Goal for 2025-26, PM3 (End-of-Year) Percentage of Students	
	Level 1	Level 2	Levels 3 to 5	Level 1	Levels 3 to 5
Grade K	11	22	67	9	69
Grade 1	28	14	58	26	63
Grade 2	21	23	55	19	63
Grade 3	14	21	65	12	67
Grade 4	20	23	57	18	62
Grade 5	16	27	57	14	64
Grade 6	18	24	59	16	61
Grade 7	20	24	56	18	58
Grade 8	21	25	54	19	56

FAST					
Tested Grade Level	2024-25, PM3 (End-of-Year) Percentage of Students			Goal for 2025-26, PM3 (End-of-Year) Percentage of Students	
	Level 1	Level 2	Levels 3 to 5	Level 1	Levels 3 to 5
Grade 9	13	24	62	11	64
Grade 10	12	26	62	10	64

**B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))**

Schools are required to establish a School Literacy Leadership Team

1. **Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.**

**Step 1:** Principals review and revise their mission statement as needed to ensure that the mission is:

- data driven
- aligned to the Comprehensive Evidence-Based Reading Plan
- aligned to the School Improvement Plan
- informed by scholarly resources
- is easily understandable
- explains the path moving forward with the future in mind.

**Step 2:** A SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goal is developed by the team and team members will commit to working towards the goal by creating roles and responsibilities for individual members.

**Step 3:** Progress monitoring is used to reflect on progress towards the goal and to evaluate the path that is being followed in meeting the goal.

2. **Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.**

Components of a Literacy Leadership Team (LLT) are intentionally organized, facilitated, and supported to establish literacy goals in each school.

Principals, Assistant Principals, Literacy Coaches, and selected stakeholders meet with the Director of Teaching and Learning and Curriculum Specialists to refresh on the purpose and vision of an effective Literacy Leadership Team and how it can support the schools in establishing and meeting their School Improvement Plan goals.

An Academic Data Review and Reflection Pacing Guide will be provided as guidance for reviewing and analyzing school data that reflects the progress towards achieving their literacy goals.

Throughout the school year, Literacy Leadership Teams will meet at least quarterly to evaluate progress towards achieving the SMART goal.

Literacy coaches will work with teachers and support staff during ongoing PLCs and Collaborative Team Planning to develop an understanding of the ELA benchmarks, vertical progression of benchmarks, the Science of Reading, stacking of the benchmarks, and effective instruction using the Just Read Florida's Practice Profiles.

The Teaching & Learning Director and Specialists will communicate with the district charter school regarding the development of their CERP plan and offer implementation support, as needed.

**C. 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 are sponsored by a district.

**1. Provide an explanation of the following:**

<b>Grades K-5</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and the frequency of review	<ul style="list-style-type: none"> <li>Common Standards Assessment Data from Benchmark Advanced and Foundations Unit Assessments (monthly)</li> <li>Florida's Progress Monitoring Data (3 times a year)</li> <li>iReady Diagnostic data (3 times a year)</li> <li>BEST Benchmark Mastery (on going)</li> </ul>	In addition to the data reviewed by the district, schools will review: <ul style="list-style-type: none"> <li>Foundational Skills screeners (as needed)</li> <li>Targeted subgroup growth and achievement (monthly)</li> <li>Monitoring response to intervention data and fidelity for Tier 2 and Tier 3 supports (quarterly)</li> </ul>
Actions for continuous support and improvement	<ul style="list-style-type: none"> <li>Share benchmark mastery data in a timely manner to school leadership teams</li> <li>Provide possible action steps to remediate and continue to work towards benchmark mastery</li> </ul>	<ul style="list-style-type: none"> <li>Share benchmark mastery data in Collaborative Team Planning</li> <li>Collaborate to strengthen instruction to support benchmark mastery</li> <li>Review school data trends and possible next steps with the Literacy Leadership Team</li> </ul>
<b>Grades 6-8</b>	<b>District Level</b>	<b>School Level</b>

Data that will be collected and the frequency of review	<ul style="list-style-type: none"> <li>Common Standards Assessment Data from HMH Into Literature Unit Assessments (3 times a year)</li> <li>Florida's Progress Monitoring Data (3 times a year)</li> <li>BEST Benchmark Mastery (ongoing)</li> </ul>	<p>In addition to the data reviewed by the district, schools will review:</p> <ul style="list-style-type: none"> <li>Foundational skills screeners (as needed)</li> <li>Targeted subgroup growth and achievement (monthly)</li> <li>Lexia PowerUp Literacy data (data reviewed at the end of each quarter)</li> <li>HMH Read 180-Map Growth Assessment (Intensive Reading Students 3x a year)</li> <li>Monitoring response to intervention data and fidelity for Tier 2 and Tier 3 supports (quarterly)</li> </ul>
Actions for continuous support and improvement	<ul style="list-style-type: none"> <li>Share benchmark mastery data in a timely manner to school leadership teams</li> <li>Provide possible action steps to remediate and continue to work towards benchmark mastery</li> </ul>	<ul style="list-style-type: none"> <li>Share benchmark mastery data in Collaborative Team Planning</li> <li>Collaborate to strengthen instruction to support benchmark mastery</li> <li>Review school data trends and possible next steps with the Literacy Leadership Team</li> </ul>
<b>Grades 9-12</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and the frequency of review	<ul style="list-style-type: none"> <li>Common Standards Assessment Data from HMH Into Literature Unit Assessments (3 times a year)</li> <li>Florida's Progress Monitoring Data (3 times a year)</li> <li>BEST Benchmark Mastery (ongoing)</li> </ul>	<p>In addition to the data reviewed by the district, schools will review:</p> <ul style="list-style-type: none"> <li>Foundational skills screeners (as needed)</li> <li>Targeted subgroup growth and achievement (monthly)</li> <li>Lexia PowerUp Literacy data (as needed)</li> <li>HMH Growth Measure grades 11 and 12 (3 times a year)</li> <li>HMH Read 180-Map Growth Assessment (Intensive Reading Students 3x a year)</li> <li>Monitoring response to intervention data and</li> </ul>

		fidelity for Tier 2 and Tier 3 supports (quarterly)
Actions for continuous support and improvement	<ul style="list-style-type: none"> <li>● Share benchmark mastery data in a timely manner to school leadership teams</li> <li>● Provide possible action steps to remediate and continue to work towards benchmark mastery</li> </ul>	<ul style="list-style-type: none"> <li>● Share benchmark mastery data in Collaborative Team Planning</li> <li>● Collaborate to strengthen instruction to support benchmark mastery</li> <li>● Review school data trends and possible next steps with the Literacy Leadership Team</li> </ul>

**2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool.**

The revisions made for the 2025-2026 CERP are:

- Increase the effective utilization of our Literacy Coaches to prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement. We need to ensure that the individuals we have assigned to oversee areas of implementation have created a timeline for review, as well as an action plan if areas are not implemented to fidelity. We will establish quarterly meetings to review the implementation across the district and will meet with individual schools in need of individualized support.
- Prioritizing professional development around the Instructional Practice Profiles, planning using the ELA B.E.S.T. Benchmarks, and utilizing the PLC framework to increase the effectiveness of Tier 1 instruction
- Differentiating our professional learning to meet the needs of teachers, instructional staff, and administrators. We will be implementing a 6-month course for administrators to receive professional learning on the components of structured literacy, implementation of systematic and explicit literacy instruction, and designing plans for literacy systems that support all students.
- Increase the capacity of the schools that have an LLT structure in place. We would like to do this by empowering and supporting our admin teams to identify student learning trends and instructional needs and create an individualized action plan.
- Approved intervention resources and their accompanying progress monitoring tools are added to the 2025-2026 CERP.

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

School-based administrators play a critical role in monitoring the implementation of the school's reading plan to ensure fidelity to instructional strategies and student achievement goals.

School-based administrators conduct quarterly classroom walkthroughs with an emphasis on reading instruction. These walkthroughs will be systematic based on school needs and staffing.

During walkthroughs, school-based administration, literacy coaches, and instructional leaders observe key elements of the reading plan, such as:

- Alignment of instruction with grade-level standards.
- Use of evidence-based reading strategies
- Student engagement and differentiation.
- Use of formative assessments to guide instruction.

During the walkthroughs, school-based administrators will use a walkthrough tool based on the school's specific needs. Principals, with their administrative team, collect a variety of data (noted above in section C1) according to the timeline developed in our Academic Data Review Pacing Guide.

After walkthroughs, school-based administrators provide:

- Timely, constructive feedback to teachers while providing coaching support as needed.
- School-based administrators will collaborate with the Literacy Leadership Team to analyze the data using the guiding questions developed and monitor the implementation of the action steps that were planned.
- Literacy learning walks and coaching cycles will be organized to provide professional learning opportunities to strengthen instructional practices in order to achieve the school's literacy goals.

School-based administrators review student reading assessment data (e.g., progress monitoring tools, benchmark assessments) to monitor student growth, identify trends and areas of concern, and adjust instructional practices accordingly.

The Teaching & Learning Director and Specialists will communicate with the district charter school regarding the development of their CERP plan.

**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.**

Principals, with their administrative team, collect a variety of data (noted above in section C1) according to the timeline developed in our Academic Data Review Pacing Guide. They will collaborate with the Literacy Leadership Team to analyze the data using the guiding questions developed and monitor the implementation of the action steps that were planned. In addition to data analysis, administrators will facilitate instructional reviews with the district leadership team.

Literacy learning walks and coaching cycles will be organized to provide professional learning opportunities to strengthen instructional practices in order to achieve the school's literacy goals.

The Teaching & Learning Director and Specialists will communicate with the district charter school regarding the development of their CERP plan and offer implementation support, as needed.

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

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

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

Yes

☐ No

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



N/A

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

The Assistant Superintendent, Director of Teaching and Learning, and Curriculum Specialists will review the coaching model with principals during the summer. At that time, principals and Literacy Coaches will sign an assurance noting the job description and responsibilities of the Literacy Coach. This assurance documents the elements of the coaching model as described by the FLDOE.

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

- Monthly coaches meetings with job-embedded training
- One-on-one support as needed to support individual school/coach needs
- District coaching and professional learning that is based on need
- District and school data chats to establish goals and action plans
- Collaboration for the planning and implementation of school PLCs and professional learning sessions

### **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?**

The Teaching & Learning Specialists conduct quarterly instructional walks with each school's Literacy Coach and administration teams. During these walks, we look for evidence of benchmark-aligned instruction and benchmark-aligned student tasks. At the conclusion of these rounds, we analyze the data and identify trends at the school, grade, and/or teacher level and discuss next steps and commit to an action plan.

Our district completes an annual survey on what professional learning needs of the faculty and staff, and we combine that information with the data to determine overall professional learning needs. The Teaching & Learning Specialists work alongside the school-based Literacy Coaches to plan for and deliver this professional learning.

Through our Lead Flagler initiative, our Teaching & Learning Department provides quarterly professional learning to aspiring school leaders, including Literacy Coaches, to strengthen their knowledge on andragogy and high-impact teaching strategies and coaching cycles that drive instructional change. Individualized support is also provided to the coaches and/or administrators by request.

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

Coaches maintain a daily calendar or log of their tasks that is shared with the district and school leadership teams. They are reviewed regularly and feedback is given, as needed.

During monthly coaching meetings, we will discuss how to prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement.

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

The district measures the effectiveness of literacy coaches through multiple methods. Key indicators include student data such as ELA proficiency, learning gains, and benchmark mastery. In addition, the district collects feedback from literacy coaches through surveys to identify their professional learning needs and assess the support they receive. Literacy coaches also collaborate regularly with curriculum specialists to address instructional challenges, providing insight into the impact of their coaching work. Monthly literacy

coach meetings are used to monitor progress, provide targeted professional development, and ensure that coaches are equipped to implement and share best practices at their school sites.

#### 4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The district adopted state-approved core reading curricula that are evidence-based and follow the Science of Reading. Each teacher uses these resources to provide explicit instruction on our BEST Benchmarks in the six components of reading. Students in grades K-3 are given a phonics screener three times a year in order to differentiate foundational skill instruction to meet the needs of all students, including students with disabilities and dual language learners. Students in grades 4-12 are given a foundational skills screener if their performance indicates a deficit in this area. Diagnostic and progress monitoring occurs at the classroom, school, and district levels throughout the school year for all students through tri-annual iReady and NWEA MAP diagnostics, HMM Growth Measures, tri-annual FAST Progress Monitoring, and Common Standards Assessments. Additionally, summative assessments are given appropriately throughout the school year to monitor each students' mastery of the benchmarks that have been taught.

The data collected from all assessments is used to drive instructional decisions, including the necessity of Tier 2 and Tier 3 interventions, ESE support facilitation, and specialized language acquisition instruction.

These interventions are standards-aligned, targeted to students' deficits, and use evidence-based programs and instructional strategies. This tiered instruction provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback. It also occurs in addition to core instruction and is adjusted to meet the needs of individual students through frequent progress monitoring. Tier 3 interventions and ESE support facilitation are provided by reading-endorsed or reading-certified teachers. Specialized language acquisition instruction is provided by our ESOL Resource teachers and ESOL-endorsed classroom teachers.

**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.**

Utilizing our PreK curriculum, which is based on Florida Early Learning Developmental Standards (FELDS), VPK Facilitators and Certified teachers are given strategies throughout the curriculum to differentiate and enrich each lesson to meet student needs. In addition to the state-required professional learning, the teachers are trained in backwards planning, previewing, and vertical alignment to Kindergarten expectations and standards. As new teachers come in, this discussion is had by the administration and supported by our lead teachers. With the new state requirements for VPK teachers to have Emergent Literacy training, all VPK Facilitators and Certified teachers have completed 3 reading courses through DCF or the Comp 1 class from the reading endorsement. Every 5 years, the facilitators are required by the state to complete another reading course.

Instruction and learning are done through hands-on thematic integration. Explicit oral language development is prioritized, and the expectation is that all VPK students will surpass the standards by knowing all of their letters and letter sounds. The students are also given enrichment by previewing high-frequency words they will encounter in kindergarten texts. Small group instruction is planned according to progress monitoring data. Teachers participate in data chats with the program leader to build the instructional groups and discuss each child's progress. The progress monitoring test, STAR, will provide data for each student that will be collected three times a year and used to help drive instruction based on the FELDS standards.

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

The instructional materials utilized by Flagler Public Schools' PreK programs (VPK, and ESE) include Frogstreet PreK, Heggerty Phonemic Awareness and Pre-K Wilson's Foundations. Frogstreet is an integrated curriculum that focuses on early learning and foundational skills based on the Science of Reading. Heggerty is a phonological awareness practice curriculum where teachers have daily activities to address the verbal manipulation of phonemes. Foundations is a program where teachers meet daily with students to support student's emerging understanding of alphabetic principles.

**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.](#)**

For students identified as substantially deficient, intensive interventions are provided either on an individual, or in a small group. Data is thoroughly analyzed to determine the priority areas of need. Parents are notified, and conferences are conducted to review data and intervention strategies. The interventions tailored for each student are explicit and multisensory and grounded in the early literacy requirements identified through the FAST assessment. These Interventions are continually monitored and adjusted as necessary to ensure ongoing progress.

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

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

The Decision Trees must contain the following information:

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

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

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

### Grades VPK-5

#### 1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Letter Name and Letter Sound Identification	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> PreK <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"/> Diagnostic	<input checked="" type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly
i-Ready Reading Diagnostic	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> 3 x Year
Core Phonics Survey	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 - as needed <input checked="" type="checkbox"/> Grade 5 - as needed	<input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening	<input checked="" type="checkbox"/> 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Oral Reading Fluency (ORF)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 - as needed <input checked="" type="checkbox"/> Grade 5 - as needed	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening	<input checked="" type="checkbox"/> Monthly
Benchmark Advance Unit Assessments	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Monthly
Foundations Unit Assessments	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Monthly
ACCESS for ELLs	Active ELL Students in all grades	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Annually
Story Retell Assessment for Oral Language deficits	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 - as needed <input checked="" type="checkbox"/> Grade 3 - as needed <input checked="" type="checkbox"/> Grade 4 - as needed <input checked="" type="checkbox"/> Grade 5 - as needed	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening	<input checked="" type="checkbox"/> As Needed
Wilson's Fun in Focus Progress Monitoring	<input checked="" type="checkbox"/> Grade K - tier 2 <input checked="" type="checkbox"/> Grade 1 - tier 2 <input checked="" type="checkbox"/> Grade 2 - tier 2 <input checked="" type="checkbox"/> Grade 3 - tier 2 phonics	<input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Progress Monitoring	<input checked="" type="checkbox"/> At minimum every 3 weeks

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input checked="" type="checkbox"/> Select Students			
UFLI Foundations Progress Monitoring	<input checked="" type="checkbox"/> Grade K - tier 3 <input checked="" type="checkbox"/> Grade 1 - tier 3 <input checked="" type="checkbox"/> Grade 2 - tier 3 <input checked="" type="checkbox"/> Grade 3 - tier 3 phonics <input checked="" type="checkbox"/> Grade 4 - tier 3 phonics <input checked="" type="checkbox"/> Grade 3 - tier 3 phonics <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Progress Monitoring	<input checked="" type="checkbox"/> At minimum every 2 weeks
Imagine Language & Literacy Proficiency Benchmark Assessments (ESOL)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input checked="" 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"/> Summative	<input checked="" type="checkbox"/> 3 x Year

## 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 (10<sup>th</sup>) 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 (10<sup>th</sup>) 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 (20<sup>th</sup>) 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.**

MTSS Process

Step 1: Tier 1/Core Instruction

- If a teacher is concerned about a student, and the teacher has evidence that they differentiated in Tier 1 and progress was monitored, proceed to Step 2.

Step 2: Determine Need for Tier 2 Targeted Intervention in addition to Tier 1 Core Instruction

- If the teacher notices that the student continues to struggle, the Teacher fills out the *MTSS Request for Tier 2 or Tier 3 Support-ACADEMIC (available at school hub)* and the *MTSS Student Observation Form*, and submits them to MTSS Coordinator (or designee). Teacher meets with the MTSS coordinator to review data (including but not limited to Core Phonics Survey, grades from Foundations assessments, comprehension assessments, FAST, iReady, students samples) and begin the Four-step problem-solving process as well as data coaching, if needed.
  - IF MTSS coordinator and teacher agree to move forward with tiered interventions:
    - THEN the teacher contacts the parent/guardian to review the data and discuss the possible need for tiered interventions during a parent conference. This provides the opportunity to have the teacher lead the conversation and foster a relationship with the family.

Step 3: Prepare Documentation (before meeting)

- MTSS coordinator or designee:
  - Conducts Cumulative File Review in collaboration with the school counselor and completes MTSS Cumulative File Review Form.
  - Places all forms in Red MTSS Folder
    - *MTSS Student Observation Form*
    - *MTSS Request for T2 or T3 Support-ACADEMIC*
    - *MTSS Cumulative File Review Form*
    - *Tabs/dividers Tier 1 and Tier 2*

Step 4: Coordinator Schedules TPST meeting (face-to-face or via Google Meet)

During the meeting:

- Team implements 4-Step Problem-Solving Process (Problem identification, Analysis, Develop and Implement a Plan, and Monitor and Evaluate the Plan).



- Team utilizes MTSS ACADEMIC TIER Decision Guide to identify the level of support the student needs, identifies the intervention based on the student's baseline data, evidence-based resources for instruction located on our district resource map, and identifies progress monitoring tool.
- Parent is provided the *MTSS Parent Letter*, *MTSS Brochure*, and *Tier change form* (if parent is not in attendance, teacher will send home for signature). The MTSS Coordinator keeps track of documents going home on a spreadsheet and a copy stays in a folder until signed Tier change form is returned.

Step 5: MTSS coordinator inputs student info and intervention plan into Skyward our FTE reporting system

Step 6: Teacher provides the student with Tier 1 instruction and targeted Interventions with Tier 2

- Student receives targeted interventions for amount of time decided by the MTSS Team
- The provider records fidelity and progress monitoring data on the *Data Collection Form and Fidelity Log*

Step 7: TPST meeting is scheduled to review RtI

- MTSS coordinator schedules MTSS quarterly meetings to review student progress with school-based team. Data reviewed includes but not limited to current state assessments, grades, raw test averages, iReady and Core Phonics, if applicable. Early Warning Indicators (Attendance and discipline) is reviewed as well. Teacher updates *Data Collection Form and Fidelity Log* before the quarterly meetings, preferably weekly.
- Team implements 4-Step Problem Solving Process and determines Response to Intervention
  - Positive - fade to Tier 1 or continue Tier 2 change skill or increase goal
  - Questionable - continue or modify Tier 2 (increase minutes, decrease group size, review fidelity & attendance, coach instructor)
  - Poor - continue Tier 2 with changes or move to Tier 3

Step 8: New Plan is Written (if changes made)

- MTSS coordinator writes new *MTSS Intervention Plan* Skyward and updated the *Meeting Notes* reflecting TPST decision if changes are made in.
- MTSS *Data Collection updates in XLV within 24 hrs.*
- Teacher records new fidelity and progress data on *Data Collection Form and the Fidelity Log*

Step 9: If Tier 3 is Recommended - reference the MTSS ACADEMIC TIER Decision Guide

MTSS coordinator sends second *MTSS Student Observation form* to be completed by someone other than the classroom teacher in the area of need.

- Teacher updates *Data Collection Form and Fidelity Log*
- MTSS coordinator schedules TPST meeting, inviting parent/guardian, teacher, grade level intervention teacher, and school counselor, if needed academic coach or anyone that supports the student such as behavior interventionist
- Team implements 4-Step Problem Solving Process, reviews the Tier 2 response to intervention data and decides if a change needs to take place (the intensity needs to increase or the intervention need to change)

- If team determines to start Tier 3 Intervention, Parent Information for Students Receiving Tier 3 Pamphlet and a Tier change Form is given to parent(s). If parent is not in attendance, Tier change form and Parent information is sent to family).
- **IF the team determines additional information/data is needed or any team member suspects a possible disability then the MTSS Coordinator schedules a File Review immediately.**

#### **Grades K-2:**

**Tier 2:** Score between the 16th-30th percentile rank on the FAST Progress Monitoring and/or iReady Diagnostic Score Strategic performance level in more than 2 areas on the Core Phonics Survey

**Tier 3:** Score 15th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic Score Intensive level on the Core Phonics Survey, Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system, Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system, The student was retained the previous school year

#### **Grade 3:**

**Tier 2 :** Score between the 21st-30th percentile rank on the FAST Progress Monitoring and/or iReady Diagnostic Score Strategic performance level in more than 2 areas on the Core Phonics Survey

**Tier 3:** Score 20th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic Score Intensive level on the Core Phonics Survey, Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system, The student was retained the previous school year

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

#### MTSS Process

##### Step 1: Tier 1/Core Instruction

- If a teacher is concerned about a student, and the teacher has evidence that they differentiated in Tier 1 and progress was monitored, proceed to Step 2.

##### Step 2: Determine Need for Tier 2 Targeted Intervention in addition to Tier 1 Core Instruction

- If the teacher notices that the student continues to struggle, the Teacher fills out the *MTSS Request for Tier 2 or Tier 3 Support-ACADEMIC (available at school hub) and the MTSS Student Observation Form, and submits them to MTSS Coordinator (or designee)*. Teacher meets with the MTSS coordinator to review data (including but not limited to Core Phonics Survey, grades from Foundations assessments, comprehension assessments, FAST, iReady, students samples) and begin the Four-step problem-solving process as well as data coaching, if needed.
  - IF MTSS coordinator and teacher agree to move forward with tiered interventions:
    - THEN the teacher contacts the parent/guardian to review the data and discuss the possible need for tiered interventions during a parent conference. This provides the opportunity to have the teacher lead the conversation and foster a relationship with the family.

##### Step 3: Prepare Documentation (before meeting)

- MTSS coordinator or designee:

- Conducts Cumulative File Review in collaboration with the school counselor and completes MTSS Cumulative File Review Form.
- Places all forms in Red MTSS Folder
  - *MTSS Student Observation Form*
  - *MTSS Request for T2 or T3 Support-ACADEMIC*
  - *MTSS Cumulative File Review Form*
  - *Tabs/dividers Tier 1 and Tier 2*

Step 4: Coordinator Schedules TPST meeting (face-to-face or via Google Meet)

During the meeting:

- Team implements 4-Step Problem-Solving Process (Problem identification, Analysis, Develop and Implement a Plan, and Monitor and Evaluate the Plan).
- Team utilizes MTSS ACADEMIC TIER Decision Guide to identify the level of support the student needs, identifies the intervention based on the student's baseline data, evidence-based resources for instruction located on our district resource map, and identifies progress monitoring tool.
- Parent is provided the *MTSS Parent Letter*, *MTSS Brochure*, and *Tier change form* (if parent is not in attendance, teacher will send home for signature). The MTSS Coordinator keeps track of documents going home on a spreadsheet and a copy stays in a folder until signed Tier change form is returned.

Step 5: MTSS coordinator inputs student info and intervention plan into Skyward our FTE reporting system

Step 6: Teacher provides the student with Tier 1 instruction and targeted Interventions with Tier 2

- Student receives targeted interventions for amount of time decided by the MTSS Team
- The provider records fidelity and progress monitoring data on the *Data Collection Form and Fidelity Log*

Step 7: TPST meeting is scheduled to review RtI

- MTSS coordinator schedules MTSS quarterly meetings to review student progress with school-based team. Data reviewed includes but not limited to current state assessments, grades, raw test averages, iReady and Core Phonics, if applicable. Early Warning Indicators (Attendance and discipline) is reviewed as well. Teacher updates *Data Collection Form and Fidelity Log* before the quarterly meetings, preferably weekly.
- Team implements 4-Step Problem Solving Process and determines Response to Intervention
  - Positive - fade to Tier 1 or continue Tier 2 change skill or increase goal
  - Questionable - continue or modify Tier 2 (increase minutes, decrease group size, review fidelity & attendance, coach instructor)
  - Poor - continue Tier 2 with changes or move to Tier 3

Step 8: New Plan is Written (if changes made)

- MTSS coordinator writes new *MTSS Intervention Plan* Skyward and updated *the Meeting Notes* reflecting TPST decision if changes are made in.
- MTSS *Data Collection updates in XLV within 24 hrs.*
- Teacher records new fidelity and progress data on *Data Collection Form and the Fidelity Log*

Step 9: If Tier 3 is Recommended - reference the MTSS ACADEMIC TIER Decision Guide

MTSS coordinator sends second *MTSS Student Observation form* to be completed by someone other than the classroom teacher in the area of need.

- Teacher updates *Data Collection Form and Fidelity Log*
- MTSS coordinator schedules TPST meeting, inviting parent/guardian, teacher, grade level intervention teacher, and school counselor, if needed academic coach or anyone that supports the student such as behavior interventionist
- Team implements 4-Step Problem Solving Process, reviews the Tier 2 response to intervention data and decides if a change needs to take place (the intensity needs to increase or the intervention need to change)
  - If team determines to start Tier 3 Intervention, Parent Information for Students Receiving Tier 3 Pamphlet and a Tier change Form is given to parent(s). If parent is not in attendance, Tier change form and Parent information is sent to family).
- **IF the team determines additional information/data is needed or any team member suspects a possible disability then the MTSS Coordinator schedules a File Review immediately.**

**Grades 4-5:**

**Tier 2 :** Score between the 21st-30th percentile rank on the FAST Progress Monitoring and/or iReady Diagnostic Score Strategic performance level in more than 2 areas on the Core Phonics Survey

**Tier 3:** Score 20th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic Score Intensive level on the Core Phonics Survey, Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system, The student was retained the previous school year

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

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

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

Universal screeners are given to all students in grades K-3 three times a year. After each assessment window, teachers and the MTSS Support Team meet to review the Core Phonics Survey, and PAST if applicable data alongside of their FAST and iReady data. Students with deficits in phonological processing, according to the data mentioned above for tier 3 criterion, are fast tracked to receive Tier 3 supports with evidence-based intervention resources. They are then monitored through the formal MTSS process quarterly, or more frequent if needed.

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

The Core Phonics Survey is administered individually to students in grades K-3 to provide a more indepth measure of each skill and interventions in the area of need. The steps can be found in the item above.

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

Literacy Coaches and teachers attend collaborative team meetings or PLCs regularly to improve the effectiveness of tier 1 instruction. Literacy Leadership Teams meet regularly to problem-solve any tier 1 data trends that may be showing lack of growth or proficiency in grade-level benchmarks. In addition, Literacy Coaches implement coaching cycles to identify needs and strengthen teachers' instructional practices. Teachers regularly utilize formative and summative data to drive differentiated tier 1 instruction.

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

School administration conducts walk-throughs and review of planning/instructional artifacts to ensure that Tier 2 interventions are being implemented with fidelity. The Literacy Leadership Team and/or MTSS Team conduct data chats and Literacy Coaches provide coaching cycles as needed to improve the effectiveness of the intervention. A review of Tier 2 progress monitoring data, the response to intervention, and the fidelity documentation are regularly conducted to determine the effectiveness of Tier 2 interventions.

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

School administration conducts walk-throughs to ensure the Tier 3 plan is being implemented with fidelity. This includes ensuring that Tier 2 and Tier 1 are also being implemented with fidelity.

The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. Literacy Coaches provide coaching cycles and training on the implementation of the evidence-based resources with multisensory strategies, as needed. A review of Tier 2 & 3 progress monitoring data, the response to intervention, and the fidelity documentation are regularly conducted to determine the effectiveness of Tier 2 & 3 interventions. A review of growth monitoring data, the fidelity documentation, and the response to intervention data graphs are also conducted to determine the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.

### **Grades K-5 Decision Tree**

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

#### **Tier 1 (Core) Only**

##### **Beginning of Year Data**

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

**IF: Student meets the following criteria:**

##### Grades K-2

Score above the 30th percentile rank on the PM1 FAST Progress Monitoring and iReady Diagnostic and Score Benchmark or Strategic (one or two areas) performance level on the Core Phonics Survey, successfully show mastery of benchmarks at 70% or higher on district common assessments

##### Grades 3-5

Score above the 30th percentile rank on the FAST Reading Progress Monitoring from PM 3 of the previous school year and iReady Diagnostic and Score Benchmark or Strategic (one or two areas) performance level on the Core Phonics Survey, successfully show mastery of benchmarks at 70% or higher on district common assessments

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

- Universal screening results show that at least 80% of students meet or exceed benchmark expectations on topics/concepts that have been explicitly taught in tier 1 instruction.

- Core curriculum summative assessments indicate that at least 80% of students are on track towards mastery of grade level benchmarks that have been explicitly taught in that unit.
- Growth data (fall-to-winter, winter-to-spring) demonstrates that 80% or more of students make expected or above-expected progress based on mid-year and end-of year scale score increases.
- Fidelity of implementation checks, using our district walkthrough tool, indicate the core instruction is being delivered as designed, with at least 80% of the observed instruction and 80% of the student tasks are aligned to grade level benchmark expectations.

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

Literacy Coaches and teachers attend collaborative team meetings or PLCs regularly to improve the effectiveness of tier 1 instruction. Literacy Leadership Teams meet regularly to problem-solve any tier 1 data trends that may be showing lack of growth or proficiency in grade-level benchmarks. In addition, Literacy Coaches implement coaching cycles to identify needs and strengthen teachers' instructional practices. Teachers regularly utilize formative and summative data to drive differentiated tier 1 instruction.

**Core Instruction**

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

<b>Name of Program</b>	<b>Year of Program Adoption</b>
Benchmark Advance	<b>2021</b>
Wilson Foundations	<b>2021</b>

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

Grades K-2

Score between the 16th-30th percentile rank on the FAST Progress Monitoring 1 and/or iReady Diagnostic and score Strategic performance level in more than 2 areas on the Core Phonics Survey

Grades 3-5

Score between the 21st-30th percentile rank on the FAST PM1 from the current school year and/or score 21st-30th percentile rank from the iReady Diagnostic and score Strategic performance level in more than 2 areas on the Core Phonics Survey

**Tier 1 Instruction + Tier 2 Interventions**

**Beginning of Year Data**

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

Grades K-2

Score between the 16th-30th percentile rank on the FAST Progress Monitoring and/or iReady Diagnostic and score Strategic performance level in more than 2 areas on the Core Phonics Survey

Grades 3-5

Score between the 21st-30th percentile rank on the FAST Progress Monitoring 3 from the previous school year and/or iReady Diagnostic and score Strategic performance level in more than 2 areas on the Core Phonics Survey

Number of times per week interventions are provided: 2-5		
Number of minutes per intervention session: 15-45		
<b>Supplemental Instruction/Interventions</b> 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)
Wilson Fun in Focus- Grades K-2		<p>*Fun in Focus does not yet have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>.</p> <p>-Recommendation 2- <i>Develop awareness of the segments of sounds in speech and how they link to letters.</i> (STRONG EVIDENCE)</p> <p>-Recommendation 3- <i>Teach students to decode words, analyze word parts, and write and recognize words.</i> (STRONG EVIDENCE)</p> <p>-Recommendation 4- <i>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</i> (MODERATE EVIDENCE)</p> <p>These recommendations were built into the program as an explicit and systematic phonics curriculum. The district will support and monitor the implementation of this program using quarterly review of PA and phonics progress monitoring and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.</p>
Just Words! Wilson Language Training		<p>Just Words does not yet have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i></p> <p>-Recommendation 1- <i>Build students' decoding skills so they can read complex multisyllabic words</i> (STRONG EVIDENCE)</p> <p>-Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text</i> (STRONG EVIDENCE)</p> <p>These recommendations were built into the program as an explicit and systematic phonics curriculum. The district will support and monitor the implementation of this program using</p>

		quarterly review of PA and phonics progress monitoring and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.
i-Ready Personalized Instruction Reading  Tier 2 for students in grades 2-5 with deficits in vocabulary and text comprehension.	Moderate Evidence	
Curriculum Associates - Magnetic Reading  Tier 2 for students in grades 3-5 with deficits in vocabulary and text comprehension.	Moderate Evidence	
Small-Group instruction with scaffolding on targeted skills  (Teachers provide targeted support on particular benchmarks through scaffolding: breaking tasks into manageable steps, modeling strategies, prompting student thinking, and gradually releasing responsibility as students gain mastery.)		<p>Small group instruction with scaffolding does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>.</p> <ul style="list-style-type: none"> <li>-Recommendation 2- <i>Provide purposeful fluency-building activities to help students read effortlessly.</i> (STRONG EVIDENCE)</li> <li>-Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text.</i> (STRONG EVIDENCE)</li> <li>-Recommendation 4- <i>Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.</i> (MODERATE EVIDENCE)</li> </ul> <p>These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to fill learning gaps and scaffold up until grade level expectation is met. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.</p>
Learning-Focused Strategy: Previewing		Previewing instruction does not have a published ESSA rating of evidence; however, the following



<p>(Teachers help students prepare for new content by introducing key concepts, vocabulary, and objectives before the lesson in Tier 1. Teachers support students by providing explicit introduction on the skill/benchmark, ask guiding questions, and build a mental framework (ie: using graphic organizers) for building on prior knowledge and preparing for the new learning.)</p>		<p>WWC Practice Guide Recommendations support the program:  <i>Providing Reading Interventions for Students in Grades 4–9.</i>            -Recommendation 2- <i>Provide purposeful fluency-building activities to help students read effortlessly.</i> (STRONG EVIDENCE)            -Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text.</i> (STRONG EVIDENCE)            -Recommendation 4- <i>Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.</i> (MODERATE EVIDENCE) These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to allow a double dose of instruction in a small setting where teachers can provide immediate corrective feedback and maximize on engagement in the tier 1 instructional block alongside of the tier 2 intervention. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.</p>
<p><b>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.</b></p>		
<p><b>Students with Disabilities - same as above</b></p>		
<p><b>English Language Learners</b></p>		
<p><b>Name of Program</b></p>		<p><b>Verbiage (as needed)</b></p>
<p>Imagine Language &amp; Literacy</p>	<p>Promising Evidence (Effect size of .57)</p>	
<p>Scaffolded Vocabulary Instruction</p>		<p>Scaffolded Vocabulary Instruction does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendation supports the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.            Recommendation 1 includes:            Teach general and domain specific academic vocabulary words over several days using a variety of instructional activities. (Strong evidence)            -Choose a small set of academic vocabulary for in-depth instruction.            -Explicitly teach academic vocabulary in depth using multiple modalities; writing, speaking,</p>

		listening. These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to fill learning gaps and scaffold up until grade level expectation is met. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices.
<p><b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</b></p> <ul style="list-style-type: none"> <li>• Sound Matching and Sorting - Students listen to spoken sounds and match or sort objects, pictures, or letters that begin or end with the same sound. Teachers guide this orally and visually, helping students connect sounds to symbols.</li> <li>• Elkonin Boxes - Students use a visual grid to segment words into individual sounds by moving chips or letter tiles into boxes, one per phoneme. This tactile and visual activity helps them isolate and manipulate sounds to build and spell words.</li> <li>• Air Writing and Sky Spelling - Students say a sound or word aloud while tracing the letter shape in the air or on a surface. This kinesthetic movement reinforces sound-letter-spelling connections.</li> <li>• Clapping or Tapping Sounds - Students clap or tap once for each sound in a word, physically feeling the segmentation. This kinesthetic rhythm helps internalize phoneme boundaries.</li> <li>• Using Manipulatives -Items like letter tiles, sandpaper letters, or textured cards let students physically feel and manipulate sounds and letters as they connect phonemes to symbols and spelling</li> <li>• Sound Blending with Gestures - Teachers say sounds slowly while students use hand gestures (e.g., moving fingers together) to blend sounds into words, linking auditory and motor senses.</li> </ul>		
<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p><u>Grades K-2</u> Score 15th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic and score Intensive level on the Core Phonics Survey</p> <p><u>Grades 3-5</u> Score 20th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic and score Intensive level on the Core Phonics Survey</p>		
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b></p> <p><u>Grades K-2</u> Score 15th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic, and score Intensive level on the Core Phonics Survey, score a Level 1 on the FAST PM3 last year, retained last year</p> <p><u>Grades 3-5</u> Score 20th percentile rank or below on the FAST Progress Monitoring 3 from the previous school year and/or iReady Diagnostic and score Intensive level on the Core Phonics Survey, score a Level 1 on the FAST PM3 last year, retained last year</p>		

Number of times per week interventions are provided: 2-5		
Number of minutes per intervention session: 20-45		
<b>Intensive, Individualized Instruction/Interventions</b> Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program		Verbiage (as needed)
UFLI Foundations		<p>*UFLI Foundations does not yet have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>.</p> <p>-Recommendation 2- <i>Develop awareness of the segments of sounds in speech and how they link to letters.</i> (STRONG EVIDENCE)</p> <p>-Recommendation 3- <i>Teach students to decode words, analyze word parts, and write and recognize words.</i> (STRONG EVIDENCE)</p> <p>-Recommendation 4- <i>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</i> (MODERATE EVIDENCE)</p> <p>These recommendations were built into the program by the University of Florida as an explicit and systematic phonics curriculum. The district will support and monitor the implementation of this program using quarterly review of PA and phonics progress monitoring and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research</p>
Just Words - Wilson Language Training		<p>Just Words does not yet have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i></p> <p>-Recommendation 1- <i>Build students' decoding skills so they can read complex multisyllabic words</i> (STRONG EVIDENCE)</p> <p>-Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text</i> (STRONG EVIDENCE)</p>

		These recommendations were built into the program as an explicit and systematic phonics curriculum. The district will support and monitor the implementation of this program using quarterly review of PA and phonics progress monitoring and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.
i-Ready Personalized Instruction Reading  Tier 2 for students in grades 2-5 with deficits in vocabulary and text comprehension.	Moderate Evidence	
Small-Group instruction with scaffolding on targeted skills  (Teachers provide targeted support on particular benchmarks through scaffolding: breaking tasks into manageable steps, modeling strategies, prompting student thinking, and gradually releasing responsibility as students gain mastery.)		Small group instruction with scaffolding does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4–9.</i> -Recommendation 2- <i>Provide purposeful fluency-building activities to help students read effortlessly.</i> (STRONG EVIDENCE) -Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text.</i> (STRONG EVIDENCE) -Recommendation 4- <i>Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.</i> (MODERATE EVIDENCE) These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to fill learning gaps and scaffold up until grade level expectation is met. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.
programs above. Add additional rows as needed.		
Students with Disabilities - same as above		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<p>Imagine Language &amp; Literacy Action Areas (Teacher Led Instruction)</p> <p>Students are assigned intervention activities based on deficient skills, such as phoneme segmentation for example. Teachers can monitor students and give explicit small group instruction to help further foster skill comprehension.</p>	Promising Evidence	
<p>Small group Vocabulary Strategies to integrate prior knowledge</p>		<p>Small Group Scaffolded Vocabulary Strategies to integrate prior knowledge does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendation supports the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.</p> <p>Recommendation 4 includes: Teach general and domain specific academic vocabulary words over several days using a variety of instructional activities</p> <p>Teach word-learning strategies to help students independently figure out the meaning of words. (Strong evidence) These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to fill learning gaps and scaffold up until grade level expectation is met.</p> <p>The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.</p>
<p><b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</b></p> <ul style="list-style-type: none"> <li>● Sound Matching and Sorting - Students listen to spoken sounds and match or sort objects, pictures, or letters that begin or end with the same sound. Teachers guide this orally and visually, helping students connect sounds to symbols.</li> <li>● Elkonin Boxes - Students use a visual grid to segment words into individual sounds by moving chips or letter tiles into boxes, one per phoneme. This tactile and visual activity helps them isolate and manipulate sounds to build and spell words.</li> </ul>		

- Air Writing and Sky Spelling - Students say a sound or word aloud while tracing the letter shape in the air or on a surface. This kinesthetic movement reinforces sound-letter-spelling connections.
- Clapping or Tapping Sounds - Students clap or tap once for each sound in a word, physically feeling the segmentation. This kinesthetic rhythm helps internalize phoneme boundaries.
- Using Manipulatives -Items like letter tiles, sandpaper letters, or textured cards let students physically feel and manipulate sounds and letters as they connect phonemes to symbols and spelling
- Sound Blending with Gestures - Teachers say sounds slowly while students use hand gestures (e.g., moving fingers together) to blend sounds into words, linking auditory and motor senses.

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

School administration conducts walk-throughs to ensure the Tier 3 plan is being implemented with fidelity. This includes ensuring that Tier 2 and Tier 1 are also being implemented with fidelity.

The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. Literacy Coaches provide coaching cycles and training on the implementation of the evidence based resources with multisensory strategies, as needed. A review of Tier 2 & 3 progress monitoring data, the response to intervention, and the fidelity documentation are regularly conducted to determine the effectiveness of Tier 2 & 3 interventions. A review of growth monitoring data, the fidelity documentation, and the response to intervention data graphs are also conducted to determine the effectiveness of Tier 1, 2 and 3 interventions.

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
<p><b>Schedule:</b> The program will run for 5 weeks, 4 days a week with 6 hours a day. In total, students who attend will receive a minimum of 100 hours of intensive instruction.</p>
<p><b>Evidence-Based Instructional Materials to be used, as defined in <a href="#">20 U.S.C. s. 7801(21)(A)(i)</a>:</b> Third graders scoring level 1 on the end-of-year ELA FAST assessment will be served by highly effective reading endorsed/certified teachers in the Summer Reading Camp. The instructional plan will include evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. We will be using the following materials with whole group and</p>

small group instruction: S.P.I.R.E., UFLI Foundations, and explicit instruction on the BEST ELA Benchmarks using read-alouds and aligned resources. Additionally, instructional materials from the iReady Teacher Toolbox and iReady online learning platform will be implemented. Summer Reading Camp curriculum maps will be provided for teachers with specific standards targeted.

\*UFLI Foundations does not yet have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*.

-Recommendation 2- *Develop awareness of the segments of sounds in speech and how they link to letters.* (STRONG EVIDENCE)

-Recommendation 3- *Teach students to decode words, analyze word parts, and write and recognize words.* (STRONG EVIDENCE)

-Recommendation 4- *Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.* (MODERATE EVIDENCE)

These recommendations were built into the program by the University of Florida as an explicit and systematic phonics curriculum. The district will support and monitor the implementation of this program using quarterly review of PA and phonics progress monitoring and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.

**Alternative Assessment Used:** iReady Diagnostic, SAT-10 (selected students)

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

**Will the district implement this option?**

☐ Yes ☒ No

**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?
HMH Into Literature Core Assessments	<input checked="" type="checkbox"/> Grade 6	<input checked="" type="checkbox"/> Vocabulary	<input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students	<input checked="" type="checkbox"/> Comprehension		
Lexia PowerUp Literacy	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students	<input 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"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> As Needed
Rewards by Voyager Sopris Intermediate or Secondary	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" 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"/> Screening <input checked="" type="checkbox"/> Progress Monitoring	<input checked="" type="checkbox"/> As Needed
HMH-Read 180 MAP Growth	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" 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"/> 3 x Year <input checked="" type="checkbox"/> As Needed
Core Phonics Survey	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening	<input checked="" type="checkbox"/> As Needed
Oral Reading Fluency (ORF)	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening	<input checked="" type="checkbox"/> As Needed
ACCESS for ELLs	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Summative	<input checked="" 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?
Language Tree Online WIDA Performance Indicator	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" 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"/> Diagnostic	<input checked="" type="checkbox"/> Annually

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

Teaching and Learning Specialists meet with Literacy Coaches, MTSS Coordinators and school administrative teams to collaborate on what data is being used to determine intervention and support, including how the data is being collected and interpreted.

A Tier 1 data review is conducted after each diagnostic at the district and school level to determine areas of focus that will drive Tier 1 instructional support (score above the 30th percentile rank on the FAST Reading Progress Monitoring and/or demonstrate proficiency in Lexia PowerUp Literacy). Data trends are analyzed in multiple ways for both proficiency scores as well as student growth: school, grade level, teacher and reading domain. From here, district and school leaders will determine if additional Tier 1 support is needed in the areas of instructional practices, professional learning, standards training, or effective instructional materials program implementation. If support is needed, an action plan is created with collaboration from district and school literacy leaders.

The threshold for students in need of Tier 2 and Tier 3 interventions will use criteria as follows: Tier 2 data will be compared to subgroups as well as how their growth is compared to the intervention group. Tier 2: Score between the 21st-30th percentile rank on the FAST Progress Monitoring and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention. Tier 3: Score 20th percentile rank or below on the FAST Progress Monitoring and/or Lexia PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention. This data, along with their progress monitoring data, will be used to determine the next steps for their interventions and intervention needs. School-based MTSS meetings occur quarterly, and as needed throughout the school year.

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

Literacy Coaches and teachers attend regular common planning meetings or PLCs to improve the effectiveness of Tier 1 instruction. Literacy Leadership Teams meet regularly to problem-solve any Tier 1 data trends that may be showing lack of growth or proficiency in grade level benchmarks. In addition, Literacy Coaches identify needs and utilize coaching cycles to strengthen teachers' instructional practices. Teachers regularly utilize formative and summative data to drive differentiated tier 1 instruction.

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

School administration conducts walk-throughs and review of planning/instructional artifacts to ensure that Tier 2 interventions are being implemented with fidelity. The Literacy Leadership Team and/or MTSS Team

conduct data chats and Literacy Coaches provide coaching cycles as needed to improve the effectiveness of the intervention. A review of Tier 2 progress monitoring data, diagnostic data, the response to intervention, and the fidelity documentation are regularly conducted to determine the effectiveness of Tier 2 interventions.

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

School administration conducts walk-throughs to ensure the Tier 3 plan is being implemented with fidelity. This includes ensuring that Tier 2 and Tier 1 are also being implemented with fidelity.

The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. Literacy Coaches provide coaching cycles and training on the implementation of the evidence based resources with multisensory strategies, as needed. Teachers regularly utilize formative and summative assessments to graph data and compare student progress to the intervention group. A review of growth monitoring data, the fidelity documentation, Lexia PowerUp Literacy data, and the response to intervention are also conducted to determine the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
<b>Students must meet the following criteria at the beginning of the school year:</b>	
Score above the 30th percentile rank on the FAST Reading Progress Monitoring from the prior school year's PM 3 FAST and/or demonstrate proficiency in PowerUp Literacy by scoring in the on grade-level Intermediate category.	
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b>	
<ul style="list-style-type: none"> <li>Core curriculum summative assessments indicate that at least 80% of students are on track towards mastery of grade level benchmarks that have been explicitly taught in that unit.</li> <li>Growth data (fall-to-winter, winter-to-spring) demonstrates that 80% or more of students make expected or above-expected progress based on mid-year and end-of year scale score increases.</li> <li>Fidelity of implementation checks, using our district walkthrough tool, indicate the core instruction is being delivered as designed, with at least 80% of the observed instruction and 80% of the student tasks are aligned to grade level benchmark expectations.</li> </ul>	
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b>	
Literacy Coaches and teachers attend regular common planning meetings or PLCs to improve the effectiveness of Tier 1 instruction. Literacy Leadership Teams meet regularly to problem-solve any Tier 1 data trends that may be showing lack of growth or proficiency in grade-level benchmarks. In addition, Literacy Coaches identify needs and utilize coaching cycles to strengthen teachers' instructional practices.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
HMH Into Literature Florida	2021
<b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b>	
Score between the 21st-30th percentile rank on the FAST Progress Monitoring and/or Lexia PowerUp Literacy diagnostic and/or the HMH Growth Measure indicates a need for intervention.	

Tier 1 Instruction + Tier 2 Interventions		
<b>Beginning of Year Data</b>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b></p> <p>Score between the 21st-30th percentile rank on the FAST Progress Monitoring 3 from the previous school year and/or Lexia PowerUp Literacy diagnostic and/or the HMH Growth Measure indicates a need for intervention.</p>		
<p><b>Number of times per week interventions are provided: 2-5</b></p> <p><b>Number of minutes per intervention session: 15-45</b></p> <p><b>Course(s) where interventions take place: ELA</b></p>		
<p><b>Supplemental Instruction/Interventions</b>  <b>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.</b></p>		
Name of Program		Verbiage (as needed)
Lexia Power Up Tier 2 for students in grade 6-8 with deficits in word study, grammar and comprehension.	Promising	
HMH Read 180 - Secondary Reading Tier 2 adopted materials for students in Intensive Reading.	Strong Evidence	
<p><b>Indicate the evidence-based programs and/or practices implemented for students with a disability,</b></p>		
Name of Program		Verbiage (as needed)
Small-Group instruction with scaffolding on targeted skills with ESE Support Facilitators or ESOL paraeducators as necessary.		<p>Small group instruction with scaffolding does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program:</p> <p><i>Providing Reading Interventions for Students in Grades 4–9.</i></p> <p>-Recommendation 2- <i>Provide purposeful fluency-building activities to help students read effortlessly.</i> (STRONG EVIDENCE)</p> <p>-Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text.</i> (STRONG EVIDENCE)</p>

		<p>-Recommendation 4- <i>Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.</i> (MODERATE EVIDENCE)</p> <p>These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to fill learning gaps and scaffold up until grade level expectation is met. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.</p>
Learning-Focused Strategies: Previewing		<p>Previewing instruction does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program:</p> <p><i>Providing Reading Interventions for Students in Grades 4–9.</i></p> <p>-Recommendation 2- <i>Provide purposeful fluency-building activities to help students read effortlessly.</i> (STRONG EVIDENCE)</p> <p>-Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text.</i> (STRONG EVIDENCE)</p> <p>-Recommendation 4- <i>Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.</i> (MODERATE EVIDENCE) These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to allow a double dose of instruction in a small setting where teachers can provide immediate corrective feedback and maximize on engagement in the tier 1 instructional block alongside of the tier 2 intervention. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research..</p>
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>

<p>Language Tree Online Targeted Whole and Small group oral language and writing practice (Sheltered Instruction Class)</p>		<p>This program does not meet <i>strong, moderate, or promising</i> levels of evidence under ESSA; however, the following <b>WWC Practice Guide Recommendations</b> support the program: <b>WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <i>Provide regular, structured opportunities for English learners to develop written and oral language (Moderate Evidence).</i></li> <li>• <i>Integrate language development with content instruction to support academic achievement (Strong Evidence).</i></li> <li>• <i>Use explicit instruction in grammar, sentence construction, and text organization to support writing development (Strong Evidence).</i></li> </ul> <p><b>Program Design:</b> Structured lessons provide oral and written practice across content areas, including high school courses. Activities include modeled language, guided practice, and independent application to support advanced vocabulary, complex sentence construction, essay writing, and oral presentations.</p> <p><b>District Support and Monitoring:</b> Ongoing review of student progress, classroom fidelity checks, and collaboration between literacy coaches and content-area teachers ensure consistent, high-quality implementation.</p>
<p>Intensive Intervention for English Language Learners and Struggling Readers (Sheltered Instruction Class)</p>		<p>This program does not meet <i>strong, moderate, or promising</i> levels of evidence under ESSA; however, the following <b>WWC Practice Guide Recommendations</b> support the program: <b>WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Grades 6–12</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <i>Integrate foundational skills with vocabulary, comprehension, and oral language support to reinforce literacy</i></li> </ul>

		<p><i>development (Strong Evidence).</i></p> <ul style="list-style-type: none"> <li>• <i>Monitor student progress frequently and adjust instruction based on data to meet individual learning needs (Strong Evidence).</i></li> </ul> <p><b>Program Design:</b> Intensive, scaffolded instruction targets foundational reading skills, vocabulary, comprehension, and oral language. Lessons are delivered in small-group or individualized settings with frequent formative assessments to guide adjustments.</p> <p><b>District Support and Monitoring:</b> Ongoing review of student progress, classroom fidelity checks, and collaboration between literacy coaches and content-area teachers ensure consistent, high-quality implementation.</p>
<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p>Score 20th percentile rank or below on the FAST Progress Monitoring and/or Lexia PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.</p>		
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b></p> <p>Score 20th percentile rank or below or a level 1 on the FAST Progress Monitoring 3 from the previous school year and/or Lexia PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.</p>		
<p><b>Number of times per week interventions are provided:</b> 2-5</p> <p><b>Number of minutes per intervention session:</b> 20-45</p> <p><b>Course(s) where interventions take place:</b> Intensive Reading and/or English Language Arts</p>		
<p><b>Intensive, Individualized Instruction/Interventions</b>  <b>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.</b></p>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Lexia PowerUp Literacy (teacher led instruction)	Promising Evidence	
Tier 3 for students in grade 6-8 with deficits in word		

study, grammar and comprehension.		
<p>HMH Read 180 - Secondary Reading</p> <p>All students identified as needing Tier 3 support are enrolled in Intensive Reading courses where they receive differentiated instruction through the Read 180 program and Read 180 teacher-led small group instruction.</p>	Strong Evidence	
<b>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.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>		<b>Verbiage (as needed)</b>
Small-Group instruction with scaffolding on targeted skills with ESE Support Facilitators or ESOL paraeducators as necessary.		<p>Small group instruction with scaffolding does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program:</p> <p><i>Providing Reading Interventions for Students in Grades 4–9.</i></p> <ul style="list-style-type: none"> <li>-Recommendation 2- <i>Provide purposeful fluency-building activities to help students read effortlessly.</i> (STRONG EVIDENCE)</li> <li>-Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text.</i> (STRONG EVIDENCE)</li> <li>-Recommendation 4- <i>Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.</i> (MODERATE EVIDENCE)</li> </ul> <p>These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to fill learning gaps and scaffold up until grade level expectation is met. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.</p>
Learning-Focused Strategies: Previewing		Previewing instruction does not have a published ESSA rating of evidence; however, the following

		<p>WWC Practice Guide Recommendations support the program:  <i>Providing Reading Interventions for Students in Grades 4–9.</i>          -Recommendation 2- <i>Provide purposeful fluency-building activities to help students read effortlessly.</i> (STRONG EVIDENCE)          -Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text.</i> (STRONG EVIDENCE)          -Recommendation 4- <i>Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.</i> (MODERATE EVIDENCE) These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to allow a double dose of instruction in a small setting where teachers can provide immediate corrective feedback and maximize on engagement in the tier 1 instructional block alongside of the tier 2 intervention. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.</p>
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Small Group Intensive Intervention for English Learners and Struggling Readers		<p>This program does not meet <i>strong</i>, <i>moderate</i>, or <i>promising</i> levels of evidence under ESSA; however, the following <b>WWC Practice Guide Recommendations</b> support the program: <b>WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Grades 6–12</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <i>Provide explicit, systematic instruction in phonics, decoding, and word recognition for students reading significantly below grade level (Moderate Evidence).</i></li> <li>• <i>Use intensive, small-group or one-on-one interventions to accelerate literacy growth (Strong Evidence).</i></li> <li>• <i>Integrate foundational skills with vocabulary, comprehension, and oral</i></li> </ul>



		<p><i>language support to reinforce literacy development (Strong Evidence).</i></p> <ul style="list-style-type: none"> <li>• <i>Monitor student progress frequently and adjust instruction based on data to meet individual learning needs (Strong Evidence).</i></li> </ul> <p><b>Program Design:</b> Intensive, scaffolded instruction targets foundational reading skills, vocabulary, comprehension, and oral language. Lessons are delivered in small-group or individualized settings with frequent formative assessments to guide adjustments.</p> <p><b>District Support and Monitoring:</b> Ongoing review of student progress, classroom fidelity checks, and collaboration between literacy coaches and content-area teachers ensure consistent, high-quality implementation.</p>
Targeted Small group vocabulary and comprehension instruction using strategies to integrate with prior knowledge		<p>This program does not meet <i>strong, moderate, or promising</i> levels of evidence under ESSA; however, the following <b>What Works Clearinghouse (WWC) Practice Guide Recommendations</b> support the program: <b>WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <i>Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (Strong Evidence).</i></li> <li>• <i>Integrate language development with content instruction to support academic achievement (Strong Evidence).</i></li> <li>• <i>Provide regular, structured opportunities for English learners to develop written and oral language (Moderate Evidence).</i></li> <li>• <i>Provide small-group instructional interventions to students struggling in areas of literacy and English language development (Strong Evidence).</i></li> </ul> <p><b>Program Design:</b> The program provides targeted, standards-aligned instruction to support</p>

		<p>vocabulary acquisition, reading comprehension, listening, and speaking. Lessons are sequenced and scaffolded for adolescent learners. Visual supports, modeled practice, and independent application allow teachers to differentiate instruction based on student needs.</p> <p><b>District Support and Monitoring:</b> Ongoing review of student progress, classroom fidelity checks, and collaboration between literacy coaches and content-area teachers ensure consistent, high-quality implementation.</p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b> School administration conducts walk-throughs to ensure the Tier 3 plan is being implemented with fidelity. This includes ensuring that Tier 2 and Tier 1 are also being implemented with fidelity.</p> <p>The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. Literacy Coaches provide coaching cycles and training on the implementation of the evidence based resources with multisensory strategies, as needed. Teachers regularly utilize formative and summative assessments to graph data and compare student progress to the intervention group. A review of growth monitoring data, the fidelity documentation, PowerUp Literacy data, and the response to intervention are also conducted to determine the effectiveness of Tier 1 instruction, Tier 2 and 3 interventions.</p>		

## 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?
HMH Growth Measure	<input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> All Students	<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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
HMH Into Literature Core Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12  <input checked="" type="checkbox"/> All Students	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
Lexia PowerUp Literacy	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12  <input checked="" 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"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> As Needed
HMH-Read 180 MAP Growth	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12  <input checked="" 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"/> 3 x Year <input checked="" type="checkbox"/> As Needed
Core Phonics Survey	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12  <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening	<input checked="" type="checkbox"/> As Needed
Oral Reading Fluency (ORF)	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12  <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening	<input checked="" type="checkbox"/> As Needed
ACCESS for ELLs	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12  <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Annually
Language Tree Online WIDA	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness	<input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Annually

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?
Performance Indicator	<input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		

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

Teaching and Learning Specialists meet with Literacy Coaches, MTSS Coordinators and school administrative teams to collaborate on what data is being used to determine intervention and support, including how the data is being collected and interpreted.

A Tier 1 data review is conducted after each diagnostic at the district and school level to determine areas of focus that will drive Tier 1 instructional support. Data trends are analyzed in multiple ways for both proficiency scores as well as student growth: school, grade level, teacher and reading domain. From here, district and school leaders will determine if additional Tier 1 support is needed in the areas of instructional practices, professional learning, standards training, or effective instructional materials program implementation. If support is needed, an action plan is created with collaboration from district and school literacy leaders.

The threshold for students in need of Tier 2 and Tier 3 interventions will use criteria as follows: Tier 2 data will be compared to subgroups as well as how their growth is compared to the intervention group. Tier 2: Score between the 21st-30th percentile rank on the FAST Progress Monitoring, HMH Growth Measure and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention. Tier 3: Score 20th percentile rank or below on the FAST Progress Monitoring, HMH Growth Measure and/or Lexia PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention. This data, along with their progress monitoring data, will be used to determine the next steps for their interventions and intervention needs. School-based MTSS meetings occur quarterly and as needed throughout the school year. This data, along with their progress monitoring data, will be used to determine the next steps for their interventions and intervention needs. School-based MTSS meetings occur quarterly and as needed throughout the school year.

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

Literacy Coaches and teachers attend regular common planning meetings or PLCs regularly to improve the effectiveness of Tier 1 instruction. Literacy Leadership Teams meet regularly to problem-solve any Tier 1 data trends that may be showing lack of growth or proficiency in grade level benchmarks. In addition, Literacy Coaches identify needs and utilize coaching cycles to strengthen teachers' instructional practices.

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

School administration conducts walk-throughs and review of planning/instructional artifacts to ensure that Tier 2 interventions are being implemented with fidelity. The Literacy Leadership Team and/or MTSS Team conduct data chats and Literacy Coaches provide coaching cycles as needed to improve the effectiveness of the intervention. A review of Tier 2 progress monitoring data, diagnostic data, the response to intervention, and the fidelity documentation are regularly conducted to determine the effectiveness of Tier 2 interventions.

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

School administration conducts walk-throughs to ensure the Tier 3 plan is being implemented with fidelity. This includes ensuring that Tier 2 and Tier 1 are also being implemented with fidelity.

The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. Literacy Coaches provide coaching cycles and training on the implementation of the evidence-based resources with multisensory strategies, as needed. Teachers regularly utilize formative and summative assessments to graph data and compare student progress to the intervention group. A review of growth monitoring data, PowerUp Literacy data, the fidelity documentation, and Tier 2 and Tier 3 the response to intervention are also conducted to determine the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
<p><b>Students must meet the following criteria at the beginning of the school year:</b></p> <p>Score above the 30th percentile rank on the FAST Reading Progress Monitoring from the prior school year's PM 3 FAST and/or demonstrate proficiency in PowerUp Literacy by scoring in the on grade-level Intermediate category.</p>	
<p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b></p> <ul style="list-style-type: none"> <li>• Core curriculum summative assessments indicate that at least 80% of students are on track towards mastery of grade level benchmarks that have been explicitly taught in that unit.</li> <li>• Growth data (fall-to-winter, winter-to-spring) demonstrates that 80% or more of students make expected or above-expected progress based on mid-year and end-of year scale score increases.</li> <li>• Fidelity of implementation checks, using our district walkthrough tool, indicate the core instruction is being delivered as designed, with at least 80% of the observed instruction and 80% of the student tasks are aligned to grade level benchmark expectations.</li> </ul>	
<p><b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?</b></p> <p>Literacy Coaches and teachers attend regular common planning meetings or PLCs regularly to improve the effectiveness of Tier 1 instruction. Literacy Leadership Teams meet regularly to problem-solve any Tier 1 data trends that may be showing lack of growth or proficiency in grade-level benchmarks. In addition, Literacy Coaches identify needs and utilize coaching cycles to strengthen teachers' instructional practices.</p>	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
	2021

HMH Into Literature Florida		
<b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b> Score between the 21st-30th percentile rank on the FAST Progress Monitoring 1 of the current school year and/or HMH Growth Measure and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.		
<b>Tier 1 Instruction + Tier 2 Interventions</b>		
<b>Beginning of Year Data</b>		
<b>Students who meet the following criteria at the beginning of the school year:</b>  Score between the 21st-30th percentile rank on the FAST Progress Monitoring 3 from the previous school year and/or HMH Growth Measure and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.		
<b>Number of times per week interventions are provided:</b> 2-5  <b>Number of minutes per intervention session:</b> 15-45  <b>Course(s) where interventions take place:</b> English courses and/or Intensive Reading courses		
<b>Supplemental Instruction/Interventions</b> <b>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.</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Lexia PowerUp Literacy  Tier 2 for students in grade 9-12 with deficits in word study, grammar and comprehension.	Promising Evidence	
HMH Read 180 - Secondary Reading  Tier 2 adopted materials for students in Intensive Reading.	Moderate Evidence	
<b>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.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Small-Group instruction with scaffolding on targeted skills with ESE Support Facilitators or ESOL paraeducators as necessary.		Small group instruction with scaffolding does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4–9.</i>

		<p>-Recommendation 2- <i>Provide purposeful fluency-building activities to help students read effortlessly.</i> (STRONG EVIDENCE)</p> <p>-Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text.</i> (STRONG EVIDENCE)</p> <p>-Recommendation 4- <i>Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.</i> (MODERATE EVIDENCE)</p> <p>These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to fill learning gaps and scaffold up until grade level expectation is met. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.</p>
Learning-Focused Strategies: Repeated Reading		<p><b>Repeated Reading</b> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>, Recommendation 2 (“Provide purposeful fluency-building activities to help students read effortlessly,” <b>Strong</b> evidence) and Recommendation 3 (“Routinely use a set of comprehension-building practices to help students make sense of the text,” <b>Strong</b> evidence), as well as Recommendation 4 (“Provide students with opportunities to practice making sense of stretch (challenging) text,” <b>Moderate</b> evidence) <a href="#">Institute of Education Sciences+2TTAC Online+2</a>. These recommendations were built into the program by structuring repeated reading sessions not simply as rote rereading, but pairing them with comprehension questions, guided scaffolding, and progressive text difficulty (i.e. “stretch” texts) to push students’ understanding beyond surface fluency. The design also incorporates teachable scaffolds so that students reflect on meaning, monitor comprehension, and self-correct errors during rereading.</p>

		For middle and high school settings, the district will support and monitor implementation of this program by (a) selecting grade-appropriate and progressively challenging texts, (b) establishing classroom observation cycles focused on fidelity of both fluency and comprehension components, and (c) using interim assessments (e.g. oral reading fluency measures plus comprehension checks) to track student growth. Professional learning opportunities will include model lessons illustrating how to integrate repeated reading with comprehension questioning, guided planning of text difficulty ladders, analysis of student fluency + comprehension data, and peer coaching to refine teachers' facilitation of feedback, scaffolding, and student self-monitoring.
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Targeted Whole and Small group vocabulary and comprehension instruction ( <i>Sheltered ESOL Class: Whole group</i> )		<p><b>Grades 9–12: Targeted Whole and Small Group Vocabulary and Comprehension Instruction</b></p> <p>This program does not meet strong, moderate, or promising levels of evidence under ESSA; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: <b>WWC Practice Guide: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> (WWC, 2007)</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Provide explicit vocabulary instruction that introduces new academic words and reinforces them over multiple sessions (Strong Evidence).</li> <li>• Integrate language development with content instruction to support comprehension and academic achievement (Strong Evidence).</li> <li>• Provide structured opportunities for struggling adolescent readers to engage in comprehension activities, including discussion and guided practice (Moderate Evidence).</li> </ul>



		<ul style="list-style-type: none"> <li>• Use small-group, targeted interventions for students who are below grade level in literacy skills (Strong Evidence).</li> </ul> <p><b>Program Design:</b> The program delivers targeted, standards-aligned instruction for vocabulary acquisition, reading comprehension, and oral language. Lessons are scaffolded for high school learners and include visual support, modeled practice, and independent application. Teachers differentiate instruction based on student needs, ensuring both whole-class and small-group support.</p> <p><b>District Support and Monitoring:</b> The district will review student performance data, program usage reports, and classroom fidelity. Literacy coaches and instructional leaders collaborate with teachers to maintain high-quality implementation and address gaps in comprehension.</p>
Targeted Whole and Small group oral language and writing practice ( <i>Sheltered ESOL Class: Whole group</i> )		<p><b>Grades 9–12: Targeted Whole and Small Group Oral Language and Writing Practice</b></p> <p>This program does not meet strong, moderate, or promising levels of evidence under ESSA; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:</p> <p><b>WWC Practice Guide:</b> <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices (WWC, 2007)</i></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Provide structured, regular opportunities for adolescents to practice writing and oral language across content areas (Moderate Evidence).</li> <li>• Integrate language development with content instruction to support academic achievement (Strong Evidence).</li> <li>• Use explicit instruction in sentence construction, grammar, and text organization to strengthen writing skills (Strong Evidence).</li> </ul>

		<ul style="list-style-type: none"> <li>Implement small-group interventions for students struggling with oral language or writing skills (Strong Evidence).</li> </ul> <p><b>Program Design:</b> Structured lessons provide oral and written practice across high school content areas. Activities include modeled language, guided practice, and independent application to build advanced vocabulary, complex sentence construction, essay writing, and oral presentations.</p> <p><b>District Support and Monitoring:</b> Ongoing review of student progress, classroom fidelity checks, and collaboration between literacy coaches and content-area teachers ensure consistent, high-quality implementation.</p>
<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p>Score 20th percentile rank or below on the FAST Progress Monitoring and/or Lexia PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.</p>		
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b></p> <p>Score 20th percentile rank or below or a level 1 on the FAST Progress Monitoring and/or Lexia PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.</p>		
<p><b>Number of times per week interventions are provided:</b> 2-5</p> <p><b>Number of minutes per intervention session:</b> 20-45</p> <p><b>Course(s) where interventions take place:</b> Intensive Reading and/ or English Courses</p>		
<p><b>Intensive, Individualized Instruction/Interventions</b>  <b>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.</b></p>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Lexia PowerUp Literacy teacher led instruction	Promising Evidence	
Tier 3 for students in grade 9-12 with deficits in word study, grammar and comprehension.		

<p>HMH Read 180 - Secondary Reading</p> <p>All students identified as needing Tier 3 support are enrolled in Intensive Reading courses where they receive differentiated instruction through the Read 180 program and Read 180 teacher-led small group instruction.</p>	Strong Evidence	
<p><b>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.</b></p>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>		<b>Verbiage (as needed)</b>
<p>Small-Group instruction with scaffolding on targeted skills with ESE Support Facilitators or ESOL paraeducators as necessary.</p>		<p><b>Small Group Instruction</b> does not meet strong, moderate, or promising levels of evidence; however, the following <i>What Works Clearinghouse (WWC) Practice Guide</i> recommendation(s) support the program: <i>Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades</i>.  <b>Recommendation:</b> “Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.” – <i>Level of Evidence: Strong</i> Institute of Education Sciences  These recommendation(s) were built into the program by structuring small-group instruction to deliver intensive, systematic teaching of up to three foundational reading skills (such as phonemic awareness, decoding, and fluency) to students identified through universal screening as needing additional support—organized into small groups and implemented with fidelity to research-based instructional design.</p>
<p>Learning-Focused Strategies: Repeated Reading</p>		<p><b>Repeated Reading</b> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>, Recommendation 2 (“Provide purposeful fluency-building activities to help students read effortlessly,” <b>Strong</b> evidence) and Recommendation 3 (“Routinely use a set of</p>

		<p>comprehension-building practices to help students make sense of the text,” <b>Strong</b> evidence), as well as Recommendation 4 (“Provide students with opportunities to practice making sense of stretch (challenging) text,” <b>Moderate</b> evidence) <a href="#">Institute of Education Sciences+2TTAC Online+2</a>. These recommendations were built into the program by structuring repeated reading sessions not simply as rote rereading, but pairing them with comprehension questions, guided scaffolding, and progressive text difficulty (i.e. “stretch” texts) to push students’ understanding beyond surface fluency. The design also incorporates teachable scaffolds so that students reflect on meaning, monitor comprehension, and self-correct errors during rereading.</p> <p>For middle and high school settings, the district will support and monitor implementation of this program by (a) selecting grade-appropriate and progressively challenging texts, (b) establishing classroom observation cycles focused on fidelity of both fluency and comprehension components, and (c) using interim assessments (e.g. oral reading fluency measures plus comprehension checks) to track student growth. Professional learning opportunities will include model lessons illustrating how to integrate repeated reading with comprehension questioning, guided planning of text difficulty ladders, analysis of student fluency + comprehension data, and peer coaching to refine teachers’ facilitation of feedback, scaffolding, and student self-monitoring.</p>
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Targeted Whole and Small group foundational instruction		<p>This program does not meet <i>strong</i>, <i>moderate</i>, or <i>promising</i> levels of evidence under ESSA; however, the following <b>WWC Practice Guide Recommendations</b> support the program: <b>WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Grades 6–12</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <i>Provide explicit instruction in phonics and word recognition for students</i></li> </ul>

		<p><i>reading below grade level (Moderate Evidence).</i></p> <ul style="list-style-type: none"> <li>• <i>Provide regular, structured opportunities for fluency practice, including repeated reading and feedback (Moderate Evidence).</i></li> <li>• <i>Integrate foundational skills instruction with comprehension and vocabulary instruction in content-area texts (Strong Evidence).</i></li> <li>• <i>Use small-group or individualized instruction to target students struggling with foundational reading skills (Strong Evidence).</i></li> </ul> <p><b>Program Design:</b> Lessons deliver explicit instruction in decoding, fluency, and word recognition, integrated with comprehension and vocabulary practice. Small-group instruction and scaffolding support adolescent learners in accessing grade-level texts.</p> <p><b>District Support and Monitoring:</b> Ongoing review of student progress, classroom fidelity checks, and collaboration between literacy coaches and content-area teachers ensure consistent, high-quality implementation.</p>
Small Group Intensive Intervention for English Learners and Struggling Readers		<p>Intensive Intervention for English Learners and Struggling Readers program does not meet <i>strong</i>, <i>moderate</i>, or <i>promising</i> levels of evidence under ESSA; however, the following WWC Practice Guide Recommendations support the program: <b>WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Grades 6–12</b></p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <i>Use intensive, small-group or one-on-one interventions to accelerate literacy growth (Strong Evidence).</i></li> <li>• <i>Monitor student progress frequently and adjust instruction based on data to meet individual learning needs (Strong Evidence).</i></li> </ul>

		<p><b>Program Design:</b> Intensive, scaffolded instruction targets foundational reading skills, vocabulary, comprehension, and oral language. Lessons are delivered in small-group or individualized settings with frequent formative assessments to guide adjustments.</p> <p><b>District Support and Monitoring:</b> Ongoing review of progress-monitoring data, fidelity of instruction, and collaboration among instructional leaders, ESOL specialists, and teachers to ensure accelerated literacy growth.</p>
<p><b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b></p> <p>School administration conducts walk-throughs to ensure the Tier 3 plan is being implemented with fidelity. This includes ensuring that Tier 2 and Tier 1 are also being implemented with fidelity.</p> <p>The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. Literacy Coaches provide coaching cycles and training on the implementation of the evidence based resources with multisensory strategies, as needed. Teachers regularly utilize formative and summative assessments to graph data and compare student progress to the intervention group. A review of growth monitoring data, PowerUp Literacy data, the fidelity documentation, and Tier 2 and Tier 3 the response to intervention are also conducted to determine the effectiveness of Tier 1 instruction, and Tier 2 and 3 interventions.</p>		

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

Name of Professional Learning	Target Audience	Description
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Science of Reading for Administrators	All school administrators	This series provides administrators with a clear understanding of the Science of Reading, its research foundation, and key terminology to support effective literacy implementation. It covers high-impact strategies for all learners, the critical role of Literacy Leadership Teams, and the Reading Rope framework emphasizing explicit instruction and assessment. The series also addresses benchmarks, syllabication, orthographic mapping, and evidence-based approaches for dyslexia. Finally, it guides leaders in identifying campus-specific next steps, empowering them to lead sustained effective literacy practices across their schools.
Effective instructional design to integrate language comprehension and word recognition skills	K-2 Teachers	Educators will learn with evidence-based methods to teach phonemic awareness, decoding, and vocabulary alongside comprehension practices such as metacognition, questioning, and summarizing. This professional learning encourages active use of multisensory techniques and differentiated instruction to meet diverse learner needs, fostering both decoding accuracy and comprehension of text.
ELA Best Practices with newly adopted Tier 1, Tier 2, Tier 3 Interventions	K-5 Teachers and Interventionists  6-12 Intensive Reading Teachers, Secondary Literacy Coaches	Equipping educators with practical strategies for effectively using instructional scaffolding to support students' reading development with our newly adopted interventions. Teachers will explore how to provide structured support that helps students gradually build independence in their reading skills, fostering both solid foundational skills, fluency and reading comprehension.
Effective Scaffolding to Support Striving Readers	K-5 Teachers and Interventionists	Strategies for supporting below-grade-level readers through the development and implementation of scaffolding techniques and explicit instructional design using tier 1 BEST Boulder benchmarks and. Teachers will learn how to create structured, targeted lessons that provide essential support, allowing students to build foundational skills and make meaningful progress in reading. Also looking to provide DOE's Scaffolding Complex Text for All Learners: Strategies to Develop Strategic Readers with Chris Chaplin for 4 hours doing one day

Solution Tree-Effective Coaching Institute	6-12 Literacy Coaches	Discover the importance of coaching as an essential component of effective leadership. Acquire research-based, high-impact strategies to improve teacher efficacy. Understand how to intentionally create a culture of coaching both individuals and collaborative teams. Acquire tools, processes, and products for coaching collaborative teams. Practice strategies for building transparency, feedback, clarity, and collaboration. Examine your role as a coach or building leader and learn how to implement systemic school improvement
Tier 1 High Yield Practices	K-12 Targeted School Leaders & as needed	Continuing the professional learning on the ELA Practice Profiles: explicit instruction, differentiated instruction, scaffolded instruction, systematic instruction and corrective feedback. The professional learning will include effective ways to apply these practices into the ELA classroom.
Standards Based Support Facilitation and Access Points Instruction	K-12 ESE teachers	A professional learning series on effective strategies for delivering inclusive, standards-based instruction and the short-term objectives and scaffolds needed to meet these goals. The training focuses on implementing support facilitation models that promote collaboration between general and special education teachers. Participants will also explore how to use Access Points to provide meaningful and rigorous instruction for students with significant cognitive disabilities, ensuring all learners have access to grade-level content in an equitable and supportive learning environment.
Instructional Focus Board Training	K-12, in targeted schools	An instructional focus board is a uniform, structured classroom display strategically located in a central location in every classroom for the purpose of guiding the focus of the instruction for teachers as well as defining the purpose for learning for students.
Implementation of the B.E.S.T ELA standards	K-12, as needed	Understand the features of the B.E.S.T. English Language Arts (ELA) Standards by closely analyzing the FLDOE BEST ELA handbook. Literacy coaches will practice developing focus boards that align to the BEST ELA handbook by closely analyzing the benchmarks and clarifications.



		Develop an understanding of instruction by analyzing other features in the handbook that include... <ul style="list-style-type: none"> <li>• Text Selection</li> <li>• Stacking of Benchmarks</li> <li>• Infusion of Literary Periods</li> <li>• Reasoning Instruction</li> <li>• Rhetoric Instruction</li> <li>• Foundational Skills</li> <li>• Communication</li> </ul>
NEFEC Connect ELA K-5/6-8/9-12	Selected K-10 ELA teachers & Secondary Literacy Coaches	This 3-part professional learning series is designed for MS & HS grades ELA teachers and focuses on strengthening high-quality Tier 1 instruction aligned to the B.E.S.T. Standards. Educators will explore evidence-based practices that promote active student engagement, deepen content understanding, and support diverse learners. The session will include opportunities for collaboration, instructional planning, and practical application, equipping teachers with tools and strategies to elevate classroom instruction and student achievement.
<b>Instructional Personnel and Certified PreK Teachers</b> <b>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.</b> Flagler County Schools is committed to supporting professional growth and certification for educators. We offer complimentary Reading Endorsement courses that address all five state-required competencies. Additionally, we provide access to and support for completing micro-credential programs through the Lastinger Center. For educators pursuing ESOL certification, the district offers financial compensation upon successful completion of ESOL coursework.		
<b>Differentiated Professional Learning</b> <b>Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.</b> Professional learning is differentiated and intensified for teachers based on progress monitoring data, teacher surveys, and instructional needs. Assessment results and teacher self-reflections guide targeted support, with tiered professional development ranging from advanced sessions for high-performing teachers to small-group or individualized coaching for those needing additional support. Literacy coaches play a key role by modeling instruction, co-teaching, facilitating data conversations, and providing ongoing feedback. This job-embedded, data-driven approach ensures professional learning is responsive, relevant, and focused on improving student outcomes.		
<b>Mentor Teachers</b> <b>Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.</b> Mentor teachers are identified based on a combination of student performance data, instructional expertise, leadership qualities, and a demonstrated commitment to continuous improvement. Model classrooms are established by pairing these mentor teachers with high-quality, student-centered		

environments that showcase effective instructional strategies. These classrooms are utilized during professional learning through learning walks and instructional reviews, allowing peers to observe, reflect, and engage in dialogue about strong teaching practices.

#### **Professional Learning Time**

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

Time for weekly professional learning is built into the master schedule to ensure all teachers can participate in dedicated Professional Learning Community (PLC) or collaborative team meetings. These scheduled sessions occur during the school day and are organized by grade level or department to promote focused, relevant discussions. During these meetings, teachers engage in ongoing professional development, analyze student data, plan instruction, and share effective practices. This protected time supports collaboration, reflection, and continuous growth aligned with school and district goals.

### **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.**

<b>Name of Tutoring Program</b>	<b>Target Audience</b>	<b>Description</b>
Education Enrichment Allocation (EA) funds as designated by the state will be utilized for tutoring. This will include extended instructional day (before or after school), Saturday, and lunch tutoring activities and enrichment.	FAST Level 1 and 2 students	<p>School-based administration identifies students based on FAST PM data in conjunction with the district's Teaching and Learning Department to determine which students will necessitate a focus on literacy for extended tutoring opportunities.</p> <p>Extended instructional day would consist of 30 minutes before school and/or up to an hour after school, depending on student need.</p> <p>Saturday school allows for a more concentrated emphasis on literacy deficiency gaps with extended time to reinforce strategies for literacy.</p> <p>Lunch tutoring would occur when the teacher identifies small cohort groups to rotate for smaller blocks of time (up to 6 weeks) for targeted interventions.</p>

### **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. Include 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).**

Guardians of students identified with a substantial deficiency in reading are provided with written notification of a reading deficiency noting the specific deficit domain(s.) They are given a copy of the instructional plan that is created to remediate the deficiency (in the form of an MTSS, IEP or ELL plan) and monthly communications regarding the progress being made with the intervention(s.) Families are given access to our District Read-At-Home Plan, helpful resources and the progress monitoring Families Report. Our Read-At-Home Plan is available on the Flagler Schools website under Learning Resources.

District website resources for parents include the UFLI Parent Hub, Just Read Florida Parent Resources, Institute of Education Sciences Parent Resources, and the New Worlds Reading Initiative. Flagler Schools actively promotes the New Worlds Reading free book Program for every student eligible for these supports.

## 8) 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.**

School-based administrators will work closely with Human Resources to review and determine the strongest candidates are prioritized to ensure highly effective teachers are considered for grades kindergarten through grade 2. In addition, school-based administration will utilize the state VAM data when reviewing applicants. This information will be critical when considering applicants from around the state. A database will be created within Human Resources to track highly effective teachers with elementary certification.

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

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


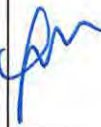
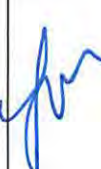
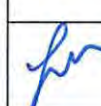





Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading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

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

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: *signed by LaShakia Moore on 7/29/25	Date:

**9) 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
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Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature:



Date:

7.29.25