

## District Comprehensive Evidence-Based Reading Plan

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

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

### 1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Lisa Robinson	<a href="mailto:robinsonl@gcpsmail.com">robinsonl@gcpsmail.com</a>	850-627-9651 ext. 1319
Data Element	Caroline McKinnon	<a href="mailto:mckinnonc@gcpsmail.com">mckinnonc@gcpsmail.com</a>	850-627-9651 ext. 1402
Third Grade Promotion	Allysun Davis	<a href="mailto:davisa@gcpsmail.com">davisa@gcpsmail.com</a>	850-627-9651 ext.1278
Multi-Tiered System of Supports	Kesandra Brown	<a href="mailto:Brownk@gcpsmail.com">Brownk@gcpsmail.com</a>	850-627-9651 ext. 1240
Secondary Reading Contact	Dr. Loietta Holmes	<a href="mailto:holmesl@gcpsmail.com">holmesl@gcpsmail.com</a>	850-627-9651 ext.1321

### 2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
<b>Elementary Expenses</b>		
Literacy coaches	\$62,153.00	1
Intervention teachers	\$47,000.00	
Scientifically researched and evidence-based supplemental instructional materials	\$12,000.00	
Third grade summer reading camps	\$100,000.00	
<b>Secondary Expenses</b>		
Literacy coaches	\$62,153.00	1
Intervention teachers	\$47,000.00	
Scientifically researched and evidence-based supplemental instructional materials	\$12,000.00	
<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	\$8,000.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$12,000.00	
Tutoring programs to accelerate literacy learning	\$8,000.00	
Family engagement activities	\$8,073.00	
<b>Other – Please Describe (Add additional rows as needed.)</b>		
Estimated proportional share distributed to district charters *Charter schools must utilize their proportionate share in accordance with Section(s)1002.33.&)(a)2.a., s. 1003.4201. Florida Statutes (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.	\$35,844	
<b>Estimated Sum of Expenditures</b>	<b>414,223</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	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention	Urgent Intervention	At & Above Benchmark	At & Above

	<10 <sup>th</sup> percentile	<10 <sup>th</sup> percentile	40 <sup>th</sup> percentile & above	<b>Benchmark</b> 40 <sup>th</sup> percentile & above
<b>VPK</b>	87%	10%	13%	60%

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

An analysis of the May 2025 STAR Early Literacy Assessment results for Gadsden County's Pre-K students reveals a clear need for intensified early literacy support: 36% of students scored at Level 1, 51% at Level 2, with only 13% achieving Levels 3 through 5. These results indicate that 87% of Pre-K students are performing below proficiency, underscoring the urgency of targeted, data-informed instructional strategies to ensure students are kindergarten ready.

To address these performance trends, Gadsden County Schools will strengthen literacy outcomes through a multi-faceted plan grounded in ongoing assessment, research-based instruction, and individualized support:

**1. Data-Driven Instruction and Assessment**

The Gadsden County Schools Head Start/Pre-K Program administers the Benchmark Comprehensive Assessment (paper-based) and the VPK F.A.S.T. (computer-based) three times annually. These assessments provide critical insight into each child's progress in foundational literacy domains such as phonological and phonemic awareness. Teachers use this data to closely monitor growth and identify students in need of intervention.

**2. High-Quality Curriculum Implementation**

Teachers implement the Ready to Advance curriculum by Benchmark Education Company, which emphasizes intentional, research-based strategies for early literacy development. This includes explicit instruction in key areas such as rhyming, segmenting, blending, and sound manipulation—skills vital for decoding and early reading. The curriculum also supports vocabulary acquisition, oral language development, and print awareness, all of which scaffold comprehension.

**3. Multimodal and Inclusive Learning Strategies**

The curriculum integrates American Sign Language (ASL) to support auditory discrimination and phonological processing through visual and kinesthetic reinforcement. This approach is especially beneficial for dual language learners and students with diverse communication needs, ensuring equitable access to literacy instruction.

**4. Differentiated and Individualized Support**

Literacy instruction is delivered through whole-group lessons, targeted small-group instruction, and one-on-one interventions. This tiered approach allows teachers to meet students at their level of need, with a focus on accelerating progress for the 87% of students currently performing below proficiency.

**5. Alignment with Florida Early Learning Standards**

Instructional planning is grounded in the Florida Early Learning and Developmental Standards, which emphasize oral language, emergent reading, and print concepts. These standards provide a comprehensive foundation to prepare every child for the expectations of kindergarten literacy.

By combining data-driven decision making, evidence-based curriculum, inclusive practices, and continuous progress monitoring, Gadsden County Schools is committed to significantly improving early literacy outcomes for all VPK students.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	28	21	47	56
1	33	24	48	54
2	38	31	34	45
3	35	26	38	50
4	37	24	36	42
5	34	27	37	45
6	37	27	30	40
7	29	19	40	50
8	32	22	35	45
9	36	26	32	42
10	32	22	37	46

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

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

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

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	STAR Reading K-5 (3 times per yr.) STAR Math (3 times yr.) STAR Renaissance (4 times per yr.) I-Ready (3 times per yr.)	STAR Reading K-5 (3 times per yr.) STAR Math (3 times per yr.) STAR Renaissance (4 times per yr.) I-Ready (3 times per yr.)
Actions for continuous support and improvement	Strengthen Academic Performance Review Team  Expand Early Intervention Services  Provide Targeted Professional Development	Establish Instructional Review and Accountability Teams  Build Outcome Focused Plans to Accelerate Learning  Provide Targeted Professional Development
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST Reading & Math (3 times per yr.) STAR Renaissance (4 times per yr.) i-Ready (3 times per yr.) Achieve 3000 Level Set (3 times per yr.)	FAST Reading & Math (3 times per yr.) STAR Renaissance (4 times per yr.) i-Ready (3 times per yr.) Achieve 3000 Level Set (3 times per yr.)

Actions for continuous support and improvement	<ul style="list-style-type: none"> <li>• Data Review Teams</li> <li>• Action Plans for Academic Improvement</li> <li>• Targeted Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Data Review Teams</li> <li>• Action Plans for Academic Improvement</li> <li>• Targeted Professional Development</li> </ul>
<b>Grades 9-12</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	FAST (3 times per yr.) STAR Renaissance - (4 times per yr.) Achieve 3000 (3 times per yr.)	FAST (3 times per yr.) STAR Renaissance - (4 times per yr.) Achieve 3000 (3 times per yr.)
Actions for continuous support and improvement	<ul style="list-style-type: none"> <li>• Data Review Teams</li> <li>• Action Plans for Academic Improvement</li> <li>• Targeted Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Data Review Teams</li> <li>• Action Plans for Academic Improvement</li> <li>• Targeted Professional Development</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 and a root-cause analysis of student performance data.**

Based on insights from the CERP reflection process and our student performance data, it is clear that we must sharpen our focus on early and effective interventions to ensure all students achieve literacy success. Central to this effort is the consistent implementation of rigorous, evidence-based Tier I instruction in reading and writing, aligned with the core curriculum and delivered with fidelity. High-quality instruction from the outset is critical to closing achievement gaps and promoting literacy growth across all student groups.

To advance this goal, we will continue to:

- Provide ongoing professional development for teachers grounded in the science of reading and best practices in literacy instruction.
- Expand learning opportunities beyond the school day that specifically target foundational literacy skills.
- Leverage assessment data to guide instruction and deliver timely, targeted support to students who are not meeting grade-level benchmarks.
- Invest in high-quality early childhood education programs that establish a strong literacy foundation before students enter formal schooling.

By prioritizing these strategies, especially early, proactive supports, we can foster a more equitable and effective literacy environment where every student has the opportunity to thrive.

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

Principals play a pivotal role in ensuring the successful implementation of the district's reading plan by clearly communicating its expectations and objectives to all staff members. To support this, principals and instructional coaches provide ongoing guidance and resources to teachers, fostering an environment of continuous professional growth.

To monitor the implementation of the plan, principals conduct daily, unannounced classroom walkthroughs at various times throughout the school day. These walkthroughs provide a comprehensive view of instructional practices, focusing on key elements of the reading plan, such as student engagement, the effective use of instructional strategies, and the integration of resources.

In addition, principals engage with teachers during professional learning communities (PLCs) and professional development sessions to reflect on classroom observations. These reflective discussions center on strengths, identify areas for growth, and guide the creation of targeted action plans to improve instructional practices.

Principals also prioritize celebrating successes and recognizing improvements, both for individual teachers and students. This acknowledgment fosters a positive, motivating school culture and reinforces the commitment to continuous improvement in literacy instruction.

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

Principals actively oversee the collection and analysis of assessment data to ensure that instructional practices are aligned with student needs and that all students are receiving the support necessary for success. This process begins with the systematic collection of both formative and summative assessment data, including progress monitoring tools, to track student growth and identify areas for improvement.

To ensure effective use of this data, principals collaborate closely with teachers and instructional coaches. They establish clear protocols for regularly reviewing student performance data during data team meetings, professional learning communities (PLCs), and individual teacher conferences. Principals guide teachers in interpreting the data to identify patterns, diagnose learning gaps, and adjust instructional strategies accordingly.

Principals also support teachers in setting specific, measurable goals for student progress based on the data. This process is regularly revisited to ensure that instructional interventions are targeted and responsive to the evolving needs of students.

In addition, principals monitor the frequency and consistency of progress monitoring efforts, ensuring that interventions are implemented as planned and that student progress is tracked over time. This data is used to inform both individual instructional decisions and broader programmatic adjustments to ensure that all students—especially those at risk—receive timely and appropriate support.

By embedding data-driven practices into the school culture, principals help ensure that instructional decisions are proactive, targeted, and responsive to the needs of every student, leading to improved academic outcomes for all.

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

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

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

☒ Yes

☐ No

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

N/A

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

Principals receive a presentation on the role of the district literacy specialists and the appropriate work they can do while supporting the school. The literacy specialists meet with each principal to discuss the school's needs, review the requirements for their role, and determine the scope of work that will be most impactful at the school. The coaching model will be reviewed with all school-based literacy coaches at the monthly coaches' cadre meetings throughout the year. Coaches will be encouraged to create an agreement with the principal that outlines their duties in alignment with the coaching model.

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

Literacy coaches will attend monthly professional learning sessions to support their coaching practices and expand their content expertise sponsored by the Panhandle Area Educational Consortium (PAEC). Resources are also provided on a shared Google Drive.

**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?**

District specialists will facilitate monthly meetings at school sites to allow for classroom observation, modeling of common planning practices, data analysis, and more consistent collaboration among participants. District specialists will work with individual coaches and principals to determine plans for individualized support as needed.

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

Coaching cycles completed by district specialists will be maintained in a digital coaching log that is accessible to district leadership and shared with the school's principal on Google Drive. School-based coaches document their coaching cycles for the principal.

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

Literacy coaches are expected to demonstrate a direct impact on student outcomes, especially in reading proficiency, through measurable gains on:

- Florida Assessment of Student Thinking (FAST) PM1–PM3 scores
- Progress monitoring data (i-Ready, Achieve3000, district benchmarks)

**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's strategic plan is closely aligned with Florida's Formula for Reading Success, ensuring that all students, including students with disabilities and English language learners (ELLs), receive the targeted support and resources necessary for literacy achievement. Florida's Formula for Reading Success emphasizes five key components—phonemic awareness, phonics, fluency, vocabulary, and comprehension—and our district's literacy framework mirrors these essential pillars.

First, our strategic plan prioritizes evidence-based reading instruction that incorporates these components systematically and intentionally. Through a focus on explicit phonics instruction, for example, we ensure that foundational literacy skills are developed from the earliest grades, supporting all learners, including students with disabilities who may require specialized, scaffolded instruction. For our ELL students, the strategic plan emphasizes the importance of integrating language development with literacy instruction, using strategies that support both the acquisition of English and the development of reading skills.

To further support diverse learners, including students with disabilities and ELLs, the district provides targeted professional development that equips teachers with effective instructional strategies tailored to the unique needs of these students. This includes differentiated instruction, the use of assistive technologies, and the integration of culturally responsive teaching practices that resonate with the backgrounds and needs of ELLs.



In addition, the district's strategic plan incorporates frequent progress monitoring, ensuring that students who are not meeting literacy benchmarks, including students with disabilities and ELLs, receive timely interventions. These data-driven decisions allow for personalized support, with specific interventions designed to address individual gaps in literacy skills.

Furthermore, our strategic plan encourages collaboration between general education teachers, special education staff, and ESOL (English for Speakers of Other Languages) specialists, fostering a holistic approach to literacy instruction. By aligning our district's priorities with the state's formula for reading success, we aim to create an inclusive, equitable environment where every student, regardless of background or learning needs, has the opportunity to succeed in literacy.

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

The district's Pre-K program, which includes Voluntary Prekindergarten (VPK), ESE Pre-K, and traditional Pre-K classes, is designed to foster the foundational skills necessary for all children to become proficient readers and successful students. This program is built upon high literacy standards, rigorous accountability, an age-appropriate curriculum, ample instructional time, manageable class sizes, and highly qualified educators.

To ensure early literacy development, the district's Pre-K programs conduct comprehensive assessments three times a year, utilizing the Benchmark Comprehensive Assessment and VPK F.A.S.T. tools. These assessments enable teachers to monitor student progress in critical areas such as phonological and phonemic awareness—essential building blocks for later reading proficiency.

Aligned with the Florida Early Learning Standards, the program ensures that all students are adequately prepared for Kindergarten. The curriculum used across all Pre-K classes is Benchmark's *Ready to Advance*, which emphasizes literacy development. Instruction is delivered through a balanced approach that includes whole-group instruction, small-group sessions, and one-on-one interventions, tailored to meet the diverse needs of students. The curriculum also integrates American Sign Language (ASL) instruction, supporting diverse learners and enriching their language acquisition.

By aligning the program with both state standards and evidence-based instructional practices, the district ensures that all students, including those in VPK, ESE Pre-K, and traditional Pre-K, receive the high-quality education and support needed for a strong start in their academic journey.

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

The district employs research-based instructional programs, including *Benchmark Ready to Advance*, which incorporates explicit phonics instruction and systematically supports the development of phonological and phonemic awareness. The curriculum is designed with built-in flexibility, enabling educators to provide targeted practice and reinforcement based on student needs.

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

The district implements a series of targeted interventions to support the development of foundational literacy skills. These interventions are designed to address specific areas of concern, such as phonological awareness, letter recognition, phonemic awareness, and early vocabulary development.

Upon identification of students at risk, teachers collaborate with instructional coaches and support staff to develop personalized intervention plans. These plans include a variety of evidence-based strategies tailored to the individual needs of each student. Key interventions include:

1. **Small-Group Instruction:** Students identified with substantial deficiencies are provided with small-group instruction that focuses on targeted skills. These groups allow for more individualized attention and increased opportunities for practice in areas such as letter-sound correspondence, blending, and segmenting words.
2. **One-on-One Intervention:** In addition to small-group instruction, students may receive one-on-one intervention, where teachers can provide highly focused support in areas of early literacy where the student is most challenged. This individualized support helps reinforce key skills and promotes greater retention.
3. **Progress Monitoring and Data-Driven Adjustments:** Regular progress monitoring is conducted to assess the effectiveness of interventions. This includes ongoing assessments through the Benchmark Comprehensive Assessment and VPK F.A.S.T., enabling teachers to adjust instruction and interventions based on the student's progress. Data from these assessments inform targeted instructional decisions and the timely modification of intervention plans.
4. **Collaborative Support:** Teachers work closely with instructional coaches, reading specialists, and other support staff to ensure the interventions are implemented effectively. Collaboration among educators also includes sharing strategies and resources to maximize student success.
5. **Parental Involvement:** The district actively involves parents by providing them with resources and strategies to support early literacy development at home. Regular communication between home and school helps ensure that interventions are reinforced and that families are partners in their child's literacy journey.

These interventions are designed to address substantial deficiencies in early literacy skills and provide students with the necessary tools to close gaps and achieve Kindergarten readiness. By employing a comprehensive, multi-tiered approach, the district ensures that VPK students identified with early literacy challenges receive the focused support they need to succeed.

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

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

The Decision Trees must contain the following information:

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

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

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

### Grades VPK-5

#### 1. Grades VPK-5 Assessments

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

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?
Other District Assessment (Enter name of assessment. Then, select all that apply.)  i-Ready	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

## 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.**

The district utilizes a structured and data-driven process to identify students in grades K-3 who require Tier 2 and Tier 3 interventions, aligned with our Multi-Tiered System of Supports (MTSS). This process ensures that students who are struggling with early literacy skills receive timely and targeted support to address their individual learning needs.

1. **Universal Screening:** At the beginning of each school year, all students in grades K-3 undergo universal screening assessments to identify those who may be at risk for reading difficulties. These screenings assess key literacy skills such as phonemic awareness, letter recognition, and early reading fluency.
2. **Ongoing Progress Monitoring:** Students who show signs of difficulty are monitored regularly through ongoing progress monitoring assessments. These assessments are designed to track student growth in real-time and identify those who are not making sufficient progress despite core instruction.
3. **Data Review and Team Collaboration:** When a student demonstrates a consistent lack of progress or falls below grade-level benchmarks, a collaborative team—composed of classroom teachers, reading specialists, and instructional coaches—reviews the data to determine the student’s need for additional support. This includes analyzing assessment results, classroom performance, and other relevant data points.
4. **Tiered Intervention Placement:** Based on the data, students who require more intensive support are placed into Tier 2 or Tier 3 interventions. Tier 2 interventions typically involve small-group instruction focused on targeted skill development, while Tier 3 interventions are more individualized, providing one-on-one support tailored to address specific deficits in literacy skills.

5. **Parent Involvement and Communication:** Throughout the intervention process, parents are kept informed and involved. Teachers share progress with families, offer strategies for supporting literacy at home, and collaborate to ensure that students receive consistent support both at school and at home.
6. **Review and Adjustment:** The effectiveness of interventions is reviewed regularly through progress monitoring data. If students show little to no improvement, adjustments to the intervention plan are made, which may include escalating to more intensive interventions or further modifications to instruction.

Through this systematic approach, the district ensures that students in grades K-3 who need additional support in literacy are identified early and receive appropriate interventions to help them succeed.

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

The district's process for identifying students in grades 4-5 in need of Tier 2 and Tier 3 interventions follows a structured, data-driven approach that ensures timely and targeted support for struggling readers. Utilizing a Multi-Tiered System of Supports (MTSS), the district identifies students who are at risk for reading difficulties and provides interventions tailored to meet their specific needs. This approach is grounded in universal screening, ongoing progress monitoring, and collaborative decision-making by educators to ensure that students receive the appropriate level of support based on their individual literacy profiles.

**Steps for Identifying Students:**

1. **Universal Screening:** All students in grades 4-5 are screened using diagnostic tools such as STAR Renaissance, i-Ready, and formative assessments to identify students at risk for reading difficulties.
2. **Data Review and Analysis:** Teachers review and analyze data from these screening and diagnostic assessments to pinpoint specific areas of deficiencies in literacy skills.
3. **Tier Placement Determination:** Based on the data, teachers collaborate to determine the appropriate tier of intervention (Tier 2 or Tier 3). Intervention plans include specific academic goals, instructional strategies, and detailed progress monitoring.

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

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

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

The district utilizes data from universal screening tools, including Star Early Literacy and Star Reading, to identify students in grades K-3 who exhibit characteristics commonly associated with dyslexia. Students who score within the Urgent Intervention District Benchmark category, indicating performance below the 10th percentile rank (PR), are flagged for further assessment. These students are then referred for additional,

more targeted screening to determine the presence of dyslexia characteristics and to guide the development of appropriate Tier 3 interventions.

**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 district provides additional screening for students exhibiting characteristics of dyslexia through the use of adaptive, computer-based programs such as Amira. This evidence-based tool is designed to assess students' reading skills and identify potential dyslexia indicators. Following the administration of the screening tool, teachers and administrators will carefully analyze the results to determine if further, more specialized screening is required to confirm dyslexia characteristics. This process ensures that students receive the necessary support and interventions in a timely manner.

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

Tier 1 instruction is the core classroom instruction provided to all students. The effectiveness of Tier 1 instruction is primarily monitored through:

1. Universal Screeners: Regular screenings such as Star Early Literacy and Star Reading are conducted to assess the general literacy progress of all students. These tools help identify students who may need additional support.
2. Formative Assessments: Teachers use ongoing formative assessments, such as quizzes, classwork, and informal observations, to gauge student understanding and adjust instruction as needed.
3. Benchmark Assessments: Periodic assessments, such as FAST ELA, are administered to evaluate whether students are meeting grade-level expectations. The results provide insights into the overall effectiveness of Tier 1 instruction.
4. Teacher Collaboration: Teachers engage in regular data meetings with instructional coaches and administrators to review student performance. Adjustments to instruction are made based on collective analysis of data from both screeners and classroom observations.

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

Tier 2 interventions are targeted interventions designed for students who require additional support beyond the core curriculum. The effectiveness of Tier 2 instruction is monitored through:

1. Progress Monitoring: Students receiving Tier 2 support are regularly monitored using progress monitoring tools such as i-Ready and Benchmark assessments. These tools track students' growth and help ensure that interventions are addressing their specific needs.
2. Small-Group Assessments: Teachers conduct periodic assessments within small-group settings to evaluate student progress in targeted areas of literacy. These assessments allow for real-time data collection and adjustment of strategies.
3. Data Analysis: Teachers and instructional coaches analyze progress data regularly. If students are not making adequate progress, the intervention strategies are adjusted, and additional support may

be provided.

4. **Parent Communication:** Teachers also maintain communication with parents to share progress and suggest strategies for reinforcing skills at home. Feedback from parents helps guide the decision-making process for instructional adjustments.

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

Tier 3 interventions are the most intensive and individualized support provided to students who demonstrate significant reading difficulties. Monitoring the effectiveness of Tier 3 instruction involves:

1. **Frequent Progress Monitoring:** Students in Tier 3 receive more frequent and detailed progress monitoring through tools such as FAST ELA, iReady, and teacher observations. Progress is tracked weekly or bi-weekly to ensure that students are making measurable gains in targeted literacy skills.
2. **Individualized Data Review:** Data from formal assessments, including FAST and iReady, is reviewed by teachers, reading specialists, and administrators. These reviews help identify if students are meeting their intervention goals and if further adjustments are necessary.
3. **Tier 3 Fidelity Checks:** Instructional coaches and reading specialists conduct regular fidelity checks to ensure that Tier 3 interventions are being implemented as designed. These checks ensure that the interventions are aligned with evidence-based practices.
4. **Adjustment of Instruction:** If students are not making sufficient progress, Tier 3 instruction is adjusted, either by modifying the intervention strategies or by increasing the intensity of support. This may include increasing the frequency of sessions, extending the duration of interventions, or utilizing alternative instructional methods.
5. **Collaboration with Families and Specialists:** Teachers, reading coaches, and specialists work closely with families to ensure that students receive support both at school and at home. In addition, students with IEPs or other specialized needs receive accommodations as outlined in their plans.

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

- **FAST/STAR Assessment Results:** At least 80% of students should demonstrate performance at or above Level 3 on the FAST and STAR assessments, as indicated by the PM3 (Prior Year) and PM1 (Current Year) results.

These criteria ensure that Tier 1 instruction is effectively supporting the majority of students, with a focus on achieving consistent growth in foundational literacy skills.

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

The district has established several procedures to identify and address areas for improvement in the effectiveness of Tier 1 instruction:

1. **Professional Development:**



- All teachers receive professional development focused on systematic and explicit instruction in the six components of reading to enhance instructional practices and ensure alignment with evidence-based strategies.
- Teachers are provided ongoing training on the implementation of the Houghton Mifflin Harcourt Core Reading Program, ensuring fidelity to the curriculum and maximizing its impact on student learning.
- Professional development is also provided on the B.E.S.T. standards in reading, equipping teachers with the necessary knowledge and skills to effectively integrate these standards into daily instruction.

2. Monitoring Instructional Practices:

- Lesson Plan Reviews: The district ensures that Tier 1 instruction is consistently delivered using the core reading program by regularly reviewing and monitoring lesson plans.
- FCRR Literacy Walkthroughs: Literacy walkthroughs, guided by the Florida Center for Reading Research (FCRR), are conducted to observe instructional practices in action and provide real-time feedback to teachers.

3. Coaching and Support:

- District and School-Based Reading Coaches provide ongoing coaching to teachers, following the structured steps outlined in the FCRR Reading Coach Endorsement program. This targeted support helps teachers refine their instructional techniques and address challenges in real time.

These procedures work together to ensure that Tier 1 instruction is continuously improved, providing all students with a strong foundation in reading.

**Core Instruction**

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

Name of Program	Year of Program Adoption
HMH Into Reading	2022

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

Universal Screener Scores Below Benchmark

- FAST Progress Monitoring (PM1, PM2, PM3): Students performing at Level 1 or Level 2 are identified as below grade level expectations

Star Early Literacy/Star Reading: Students performing in the following Levels will be considered below benchmark:

- On Watch (25th–39th percentile)
- Intervention (10th–24th percentile)
- Urgent Intervention ( $\leq$  9th percentile)
- i-Ready Diagnostic: Students scoring one or more grade levels below (red or yellow placement).
- HMH Into Reading Assessments: Students scoring below 70% on benchmark/unit assessments.

☐ Lack of Adequate Progress Over Time

- The following assessments will be used as progress monitoring instruments: STAR, i-Ready Growth Checks & HMH Weekly/Module Assessments.

### **STAR Early Literacy / STAR Reading**

- Renaissance provides a Student Growth Percentile (SGP) and Typical Growth target.

Adequate Growth is defined as:

- Meeting or exceeding 50% of the Typical Growth target between administrations, OR
- Achieving a Student Percentile Growth (SGP) greater than or equal to 35 pts.

Students who do not meet 50% of their Typical Growth target or with an SGP below 35 across two consecutive administrations will be considered as not demonstrating adequate growth.

### **i-Ready Diagnostic**

- i-Ready provides Typical Growth and Stretch Growth benchmarks for each student.
- Adequate growth is defined as:
  - Meeting at least 50% of Typical Growth by midyear and 100% of Typical Growth by the end of year.

Students who do not meet at least 50% of their Typical Growth by midyear or 100% by the end of year will be considered as not demonstrating adequate growth.

### **HMH Into Reading**

- Growth will be defined through unit/module assessments **or** weekly skill checks by requiring consistent performance gains across two consecutive assessments as students score at or above 70% on each assessment.

Students who do not demonstrate maintenance or upward trajectory (remaining below 70% proficiency across two or more consecutive unit assessments) will be considered as not demonstrating adequate growth.

### **FAST Progress Monitoring**

Adequate growth is determined if:

- Students scale scores increase at least one Level from Level 1 to Level 2, Level 2 to Level 3 or students maintain Levels 3, 4 or 5.
- Students who fail to demonstrate expected growth toward grade level benchmark.
- Students demonstrating less than 50% of typical growth on STAR or i-Ready across two consecutive administrations, or students remaining at Levels or 2 on FAST without adequate scale score growth.
- FAST: Students who remain at Level 1 or Level 2 across multiple administrations or fail to demonstrate scale score growth aligned to state established expectations will not meet adequate growth expectations.

## **Tier 1 Instruction + Tier 2 Interventions**

### **Beginning of Year Data**

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

**(Enter assessment criteria that will be used.)**

Tier 2 interventions are designed to provide targeted, small-group instruction for students who are not making adequate progress toward grade level expectations, despite access to high quality Tier 1 instruction. The following performance criteria will be used to determine eligibility for Tier 2 support at the beginning of the school year and throughout the academic year:

Initial Identification (Beginning-of-Year Data):

Students will be considered for Tier 2 interventions if their performance meets any of the following criteria during the initial assessment window:

- FAST Assessment overall performance level of 2 or below, or
- Previous Year's PM3 Data: Students scoring below Level 3 on the prior year's PM3 FAST assessment, or
- i-Ready or STAR Diagnostic: Students performing below the 50<sup>th</sup> percentile (STAR) or achieving less than 70% of expected Typical Growth (i-Ready), or

- HMH Unit or Module Assessments: Students scoring below 70% on two or more consecutive unit/module assessments, or
- Classroom Based Measures: Teacher collected running records, fluency checks, or curriculum based measures indicating performance below grade level benchmarks.

These measures suggest that the student is performing below grade level expectations and may benefit from additional instructional support beyond Tier 1.

**Number of times per week interventions are provided: 3 times per week**

**Number of minutes per intervention session: 20 min.**

#### **Supplemental Instruction/Interventions**

**Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
FCRR Student Center Activities- Supplemental Materials		FCRR Student Center Activities do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> . Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — <i>Minimal evidence</i> . These recommendations were built into the program by embedding academically grounded language development and vocabulary-building tasks into the Student Center Activities. Each activity includes targeted vocabulary practice—students encounter, discuss, and use new words within structured contexts. Inferential and narrative language skills are practiced through prompts that ask students to describe, predict, or explain story elements, often utilizing visuals and sentence frames included in the materials. Activities provide repeated exposure and scaffolded support with teacher modeling followed by independent practice. The district will support and monitor implementation of this program by establishing implementation teams, including reading specialists and coaches, who will observe classrooms using the SCAs and provide feedback on fidelity and student engagement; using student language and vocabulary assessments at key intervals to track growth in academic language proficiency and inform grouping for differentiated instruction; and providing professional learning opportunities, including launch workshops that

		walk educators through the design and purpose of the SCAs with a focus on implementing academic and inferential language components, ongoing professional learning communities where teachers reflect on implementation and student outcomes, and instructional coaching cycles to model practices, co-teach, and provide tailored feedback.
AMIRA Learning – Teacher Led Small Group	Promising Evidence	
i-Ready Toolbox		<p>i-Ready Toolbox does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendations: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — <i>Minimal evidence</i>; develop awareness of the segments of sounds in speech and how they link to letters — <i>Strong evidence</i>; teach students to decode words, analyze word parts, and write and recognize words — <i>Strong evidence</i>; and use shared book reading to develop children’s language, knowledge of print features, and knowledge of the world — <i>Strong evidence</i></p> <p>These recommendations were built into the program by incorporating language-rich, standards-aligned instructional resources within the i-Ready Toolbox that support vocabulary development, phonological awareness, decoding, and comprehension; the Toolbox offers shared reading materials, activities targeting sound–letter correspondence, word analysis tasks, and prompts for inferential and narrative language use, all designed to be easily integrated by teachers into whole- and small-group instruction. The district will support and monitor implementation of this program by creating a team of literacy coaches and instructional leaders who will observe and provide feedback on teacher use of the Toolbox resources; regularly analyzing student performance data to inform differentiated grouping and Toolbox selection; and offering professional learning opportunities including: launch workshops that introduce teachers to the toolbox’s resources and how they align to foundational reading skills; ongoing Professional Learning Communities in which educators share strategies and outcomes from using Toolbox</p>

		materials; and instructional coaching cycles where coaches model effective shared reading, explicit phonics, and oral language interactions using Toolbox activities.
Wilson Reading System	Promising Evidence	
HMH Into Reading Intervention		<p>HMH Reading Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade — Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal evidence), Develop awareness of the segments of sounds in speech and how they link to letters (Strong evidence), Teach students to decode words, analyze word parts, and write and recognize words (Strong evidence), and Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Strong evidence); and Improving Reading Comprehension in Kindergarten Through 3rd Grade — Teach students how to use comprehension strategies (Strong evidence), Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content (Moderate evidence), Guide students through focused, high-quality discussion on the meaning of text (Moderate evidence), Select texts purposefully to support comprehension development (Moderate evidence), and Establish an engaging and motivating context in which to teach reading comprehension (Moderate evidence) These recommendations were built into the program by integrating structured routines for academic vocabulary development and inferential language prompts, explicit phonemic awareness and decoding instruction, word-part analysis, daily connected-text reading, comprehension strategy modeling, text structure awareness exercises, purposeful text selection, and interactive discussion components—all embedded within the HMH intervention's lessons and resources. The district will support and monitor implementation of this program by forming a leadership team of literacy coaches and instructional leaders who will observe classrooms using HMH materials and provide feedback on fidelity and student</p>

		engagement; using formative and benchmark assessments to monitor students' language, decoding, and comprehension progress and inform flexible small-group instruction; and offering professional learning opportunities, including launch workshops to introduce teachers to the intervention's design and evidence-aligned practices, ongoing professional learning communities where educators analyze results and refine instructional use of HMH resources, and instructional coaching cycles in which coaches model effective implementation of vocabulary instruction, decoding routines, comprehension strategies, and connected-text reading, then co-teach and offer tailored feedback.
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**Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.**

**Students with Disabilities**

<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
<b>Wilson Reading System</b>	<b>Promising</b>	
<b>AMIRA Teacher Led Small Group</b>	<b>Promising</b>	

**English Language Learners**

<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>

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

For K-3 students who have a substantial deficiency in reading or demonstrate characteristics of dyslexia, the district provides targeted multisensory interventions designed to address the specific needs of these students. These interventions incorporate various sensory pathways—visual, auditory, kinesthetic, and tactile—ensuring a more comprehensive and accessible learning experience.

The following multisensory interventions are utilized:

1. The district will utilize a structured and sequential method to integrate visual, auditory, and kinesthetic learning, emphasizing phonemic awareness, decoding, and spelling patterns.
2. Wilson Reading System: The Wilson Reading System is a structured literacy program specifically designed for students with dyslexia. It employs multisensory techniques to support the development of phonological awareness, decoding, fluency, vocabulary, and comprehension.
3. Interactive Reading and Writing Activities: Students engage in activities that integrate tactile and kinesthetic experiences (such as using letter tiles or writing in sand) while simultaneously developing their reading and writing skills. These activities are aligned with the principles of multisensory learning.
4. Small-Group and One-on-One Support: Multisensory interventions are delivered in small groups or individually to ensure intensive, focused instruction that addresses each student's specific needs.

Progress is regularly monitored, and interventions are adjusted as needed.

These multisensory interventions aim to provide a comprehensive, engaging, and effective approach to reading instruction, ensuring that students with reading deficiencies or characteristics of dyslexia receive the support they need to succeed.

Small group and one-on-one supports are implemented using multisensory instructional routines that actively engage students in the learning process through visual, auditory, kinesthetic, and tactile modalities. This is accomplished through guided oral reading with immediate feedback, manipulation of letter tiles and word cards, writing words while saying sounds aloud, tracing letters and patterns, and practicing with decodable texts. These instructional settings provide opportunities for students to see, hear, say, and do simultaneously, which strengthens neural pathways for reading. The smaller instructional ratios also allow teachers to individualize support, monitor performance closely, and provide immediate corrective feedback. This ensures the interventions are not only intensive but also aligned with research based multisensory practices that support reading development.

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

The following performance criteria will be used to determine eligibility for Tier 3 interventions:

- Level 1 on the FAST Assessment and/or
- students whose scale score falls within Urgent Intervention which is at or above the 9<sup>th</sup> percentile and/or
- students scoring two or more grade levels below their assigned grade on the i-Ready assessment and/or
- students scoring 49% or below on HMH Benchmark assessments and/or
- students receiving Tier 2 interventions who fail to show adequate growth after 8 weeks of progress monitoring, defined as less than 50% of expected Typical Growth on STAR or i-Ready and/or
- running records or fluency checks showing less than 50% of expected growth toward grade-level benchmarks.

These criteria ensure that students who are at risk for reading difficulties receive the appropriate level of intervention in a timely and effective manner.

**Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions**

**Beginning of Year Data**

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

(Enter assessment criteria that will be used.)

- Any student who was retained in a previous grade OR

K-2nd:

- Student who scored below the 10<sup>th</sup> percentile or is unable to complete the assessment and/or
- Student who scores a level 1 on PM3

3<sup>rd</sup>:

- Student who scores below the 20<sup>th</sup> percentile on PM1 or PM2 and/or
- Student scores a Level 1 on any administration of FAST and/or

<p><b>Number of times per week interventions are provided:</b> Interventions will be provided five (5) times per week.</p> <p><b>Number of minutes per intervention session:</b> Intervention sessions will be conducted for 30 minutes each</p>		
<p><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.</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI	Research-based	<p>UFLI Foundations does not meet ESSA standards for strong, moderate, or promising levels of evidence; however, the program aligns with research supported recommendations from the WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.</p> <p><b>WWC Practice Guide Recommendations Implemented in UFLI Foundations:</b></p> <ul style="list-style-type: none"> <li>• <b>Recommendation 1:</b> Provide systematic and explicit instruction in phonemic awareness and phonics (Level of Evidence: Strong).</li> <li>• <b>Recommendation 2:</b> Provide daily, scaffolded, small group instruction tailored to student needs (Level of Evidence: Moderate).</li> <li>• <b>Recommendation 3:</b> Provide frequent opportunities for guided practice and corrective feedback (Level of Evidence: Moderate).</li> </ul> <p>These recommendations are built into UFLI Foundations through structured lesson plans, explicit skill progression, and embedded formative assessments that guide instruction.</p> <p><b>District Support and Monitoring:</b>  The district will support and monitor implementation of UFLI Foundations by:</p> <ul style="list-style-type: none"> <li>• Conducting daily classroom observations and weekly coaching cycles to ensure fidelity of implementation</li> <li>• Providing professional learning opportunities, including training sessions and follow up workshops for teachers delivering UFLI Foundations</li> </ul>



		<ul style="list-style-type: none"> <li>Monitoring student progress through weekly progress monitoring tools and formative assessments, with adjustments made based on data trends</li> <li>Holding weekly data review meetings to evaluate program impact and identify areas for targeted support</li> </ul>
FCRR Student Center Activities-Supplemental Material		See verbiage in Tier 2.
Peer Assisted Learning Strategies (PALS)- Teacher Led Small Groups	Moderate	
Corrective Reading	Promising Evidence	
Reading Mastery		<p>Reading Mastery does not meet ESSA standards for strong, moderate, or promising levels of evidence; however, the program aligns with recommendations from the WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.</p> <p>WWC Practice Guide Recommendations Implemented in Reading Mastery:</p> <ul style="list-style-type: none"> <li>Recommendation 1: Provide systematic and explicit instruction in phonemic awareness and phonics (Level of Evidence: Strong)</li> <li>Recommendation 2: Provide daily, scaffolded, small-group instruction tailored to student needs (Level of Evidence: Moderate)</li> <li>Recommendation 3: Provide frequent opportunities for guided practice and corrective feedback (Level of Evidence: Moderate)</li> </ul> <p>These recommendations are built into Reading Mastery through structured, sequenced lessons, explicit skill instruction, and embedded formative checks that guide teacher instruction.</p> <p><b>District Support and Monitoring:</b> The district will support and monitor implementation by:</p>

		<ul style="list-style-type: none"> <li>• Conducting daily classroom observations and weekly coaching cycles to ensure fidelity</li> <li>• Providing professional learning opportunities for teachers, including initial training and follow up workshops</li> <li>• Using weekly progress monitoring to track student growth and guide instructional adjustments</li> <li>• Holding data review meetings to evaluate program impact and determine additional support needs</li> </ul>
<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>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Reading Mastery		See verbiage above.
Corrective Reading	Promising	
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
<b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</b>		
<p>For K-3 students with a substantial reading deficiency or characteristics of dyslexia, the district provides a range of multisensory interventions designed to support students' literacy development through visual, auditory, and kinesthetic activities. These evidence-based interventions include:</p> <ol style="list-style-type: none"> <li>1. Peer-Assisted Learning Strategies (PALS): PALS is a structured, peer-mediated approach that involves students working together in pairs to practice essential reading skills. This intervention emphasizes fluency, phonemic awareness, and comprehension using multisensory methods, allowing students to reinforce their skills through interactive, cooperative learning.</li> <li>2. Reading Mastery: A systematic, explicit reading program that incorporates multisensory strategies to teach decoding, comprehension, and fluency. This program focuses on phonemic awareness, word recognition, and fluency using a structured, step-by-step approach to ensure foundational skills are built with precision.</li> <li>3. Corrective Reading: A research-based intervention designed for struggling readers, Corrective Reading integrates explicit, systematic instruction in decoding, fluency, and comprehension. It uses multisensory techniques to engage students in learning through auditory, visual, and kinesthetic channels, reinforcing reading skills through repetition and reinforcement.</li> </ol>		

4. **Interactive and Kinesthetic Learning Activities:** Students participate in hands-on activities, such as using letter tiles, air writing, and finger tracking, to reinforce reading concepts. These activities promote engagement and improve letter-sound correspondence and word recognition.

Multisensory activities are embedded within each intervention to ensure that students receive instruction that is accessible, engaging, and effective. These activities may include letter tiles, air writing, sandpaper letters, and interactive technology to reinforce learning and make abstract concepts more tangible.

These targeted multisensory interventions are essential in helping students with reading deficiencies or dyslexia develop the foundational skills needed to succeed in reading.

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

The district has established a structured process to identify and solve problems that may arise in the implementation of Tier 3 interventions for students not meeting reading expectations. These procedures are designed to ensure that interventions remain effective and responsive to student needs.

1. **Frequent Progress Monitoring:**
  - Weekly or bi-weekly progress monitoring is conducted for students receiving Tier 3 interventions. Data from tools like FAST, iReady, and other formative assessments are used to track students' response to interventions. If students fail to make measurable progress, adjustments are made to the intervention strategies or their intensity.
2. **Data-Driven Decision-Making:**
  - Teachers, reading coaches, and instructional specialists analyze student data to evaluate the effectiveness of Tier 3 interventions. Regular data meetings are held to discuss student progress and determine whether modifications to instructional approaches are necessary. This includes reviewing assessment results, teacher observations, and student work samples.
3. **Teacher Collaboration and Coaching:**
  - Reading coaches and specialists work collaboratively with classroom teachers to provide support and professional development. If issues are identified in Tier 3 interventions, the coach will observe instruction, provide feedback, and suggest strategies for improvement. Regular coaching cycles ensure that teachers have ongoing support in refining their practices.
4. **Adjustment of Intervention Plans:**
  - If progress data indicates that Tier 3 interventions are not producing the desired results, the intervention plan is adjusted. This may involve increasing the intensity of instruction (e.g., more frequent sessions), altering the intervention methods, or using different evidence-based programs that better align with the student's needs.
5. **Family and Specialist Collaboration:**

- Parent communication is an integral part of the problem-solving process. Teachers work closely with families to share progress updates and suggest ways to support reading development at home. If necessary, the student's Individualized Education Program (IEP) or 504 Plan is reviewed and updated to ensure that any required accommodations or modifications are being implemented effectively.

6. Regular Fidelity Checks:

- Fidelity checks are conducted to ensure that Tier 3 interventions are being implemented with the intended intensity and consistency. These checks are performed by reading specialists, coaches, and administrators to verify that the intervention is being delivered according to the prescribed guidelines.

7. Adjustment of Instructional Materials:

- If Tier 3 interventions are not producing adequate results, the instructional materials being used may be reviewed and replaced with more specialized resources or programs that are better aligned with student needs. For example, tools like Wilson Reading or Orton-Gillingham may be implemented for students requiring more intensive, structured support.

These processes ensure that the district is continuously assessing the effectiveness of Tier 3 interventions and making data-driven decisions to adjust strategies, ensuring that every student receives the personalized support they need to succeed in reading.

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

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

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

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

**Summer Reading Camps for Retained Grade 3 Students**

**Schedule:** The 3rd Grade Reading Camp will run for a total of six weeks, providing targeted, evidence-based literacy instruction to support students in developing essential reading skills

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

To ensure high-quality, evidence-based reading instruction during our 3rd Grade Reading Camp, we have selected two research-aligned resources that target essential components of literacy: Florida Center for Reading Research (FCRR) Student Center Activities and UFLI Foundations from the University of Florida Literacy Institute.

The FCRR Student Center Activities will serve as a core part of our reading camp rotations. These activities were developed by leading reading researchers and are aligned with the five key components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The materials are free, easy to implement, and highly engaging, making them ideal for use in small group centers or as part of instructional rotations. Their structured format allows teachers to deliver targeted practice that supports student mastery of foundational reading skills.

In addition, we will incorporate UFLI Foundations, a comprehensive, systematic phonics program developed by the University of Florida Literacy Institute under the leadership of Dr. Holly Lane. This resource is grounded in the Science of Reading and provides explicit instruction in phonics and word work. It includes decodable texts, detailed instructional routines, and cumulative review components that build decoding skills progressively. UFLI Foundations will be especially useful for students who need additional support in mastering phonics concepts.

Together, these materials provide a robust, evidence-based foundation for reading instruction and intervention, ensuring that all students receive the targeted support they need to grow as readers during the camp.

**Alternative Assessment Used:** Stanford Achievement Test, 10<sup>th</sup> Edition

**Additional Information (optional):**

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

Summer Reading Camps for Students in Grades K-5	
Will the district implement this option?	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, please describe the grade level(s) that will be invited to participate.	

**Grades 6-8****8. Grades 6-8 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Star Renaissance	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
i-Ready	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Student	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Achieve 3000 LevelSet	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <hr/> <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

The district's process for identifying students in grades 6-8 in need of Tier 2 and Tier 3 interventions follows a structured, data-driven approach that ensures timely and targeted support for struggling readers. Utilizing a Multi-Tiered System of Supports (MTSS), the district identifies students who are at risk for reading difficulties and provides interventions tailored to meet their specific needs. This approach is grounded in universal screening, ongoing progress monitoring, and collaborative decision-making by educators to ensure that students receive the appropriate level of support based on their individual literacy profiles.

Steps for Identifying Students:

1. Universal Screening: All students in grades 6-8 are screened using diagnostic tools such as STAR Renaissance, i-Ready, and formative assessments to identify students at risk for reading difficulties.

2. Data Review and Analysis: Teachers review and analyze data from these screening and diagnostic assessments to pinpoint specific areas of deficiencies in literacy skills.

3. Tier Placement Determination: Based on the data, teachers collaborate to determine the appropriate tier of intervention (Tier 2 or Tier 3). Intervention plans include specific academic goals, instructional strategies, and detailed progress monitoring.

4. Ongoing Progress Monitoring: Students who show signs of difficulty are monitored regularly through ongoing progress monitoring assessments. These assessments are designed to track student growth in real-time and identify those who are not making sufficient progress despite core instruction.

5. Parent Involvement and Communication: Throughout the intervention process, parents are kept informed and involved. Teachers share progress with families, offer strategies for supporting literacy at home, and collaborate to ensure that students receive consistent support both at school and at home.

6. Review and Adjustment: The effectiveness of interventions is reviewed regularly through progress monitoring data. If students show little to no improvement, adjustments to the intervention plan are made, which may include escalating to more intensive interventions or further modifications to instruction.

Through this systematic approach, the district ensures that students in grades 6-8 who need additional support in literacy are identified early and receive appropriate interventions to help them succeed.

- In grades 6–8, scores **below the 20th percentile** on FAST during the beginning or middle of the year administration and presents observable deficits in key reading domains.
- Scores **Level 1** on the statewide, standardized ELA assessment (as defined in s. 1008.22(3)(a), F.S.).

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

- Universal Screening: All students are screened (e.g., FAST Progress Monitoring PM1–PM3) to determine whether Tier 1 instruction is meeting the needs of 80% or more of the student population.
- Benchmark Assessments: District-level benchmarks and common assessments are reviewed to ensure students are mastering grade-level expectations.
- Classroom Observation and Walkthroughs: Instructional coaches and administrators conduct regular fidelity checks using standards-based observation tools (e.g., Marzano or Danielson frameworks).
- Data Team/PLC Reviews: Grade-level or content-area teams review student performance data regularly (every 4–6 weeks) to determine if adjustments to Tier 1 instruction are needed.
- Standards Mastery Tracking: Teachers track student proficiency by standard using tools like formative quizzes, exit tickets, and curriculum-embedded assessments

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

- Progress Monitoring: Students receiving Tier 2 intervention are monitored at least bi-weekly using skill-specific probes (e.g., i-Ready, Achieve3000).
- Intervention Plans: Teachers develop and document intervention plans with specific goals, strategies, and expected outcomes; these plans are reviewed for alignment and effectiveness.
- Data-Based Decision Meetings: MTSS teams meet regularly (every 4–6 weeks) to evaluate progress monitoring data and determine whether students should continue in Tier 2, return to Tier 1, or move to Tier 3.
- Intervention Fidelity Checks: Instructional leaders ensure that interventions are implemented as intended—correct duration, frequency, group size, and program usage.
- Teacher Logs and Reflections: Intervention delivery is documented, and teachers reflect on student response to adjust instruction as needed.

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

- Weekly Progress Monitoring: Students are assessed weekly using diagnostic-aligned tools targeting their specific areas of need (e.g., phonics, fluency, comprehension).
- Individual Intervention Plans: Plans must include SMART goals, instructional strategies, instructional minutes, and frequency. These are reviewed and updated as needed.
- Case Review Meetings: MTSS teams meet more frequently (every 3–4 weeks) to assess the impact of intensive interventions and determine next steps, including possible referral for evaluation (if appropriate).
- Fidelity Monitoring by Administrators or Coaches: Instructional leaders observe intervention sessions and provide feedback to ensure research-based strategies are used with consistency and accuracy.
- Parent Communication Logs: Regular updates to parents regarding student progress and instructional strategies used.

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> (Enter assessment criteria that will be used.)  FAST PM3 Level 3 and/or  i-Ready Diagnostic – Early On-Grade or above and/or  STAR Reading – On-Grade Level or above
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b>



FAST/STAR scores where 80% of the students are at a Level 3 or higher as per from prior year and PM 1 from current school year.

Other Data Points to Review:

iReady and STAR Diagnostic scores on Fall administration where 80% of the students are at an early on-level range or above.

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

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Amplify (6-8).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

**Core Instruction**

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

Name of Program	Year of Program Adoption
Amplify	2022

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

Grades 6-8 FAST - Level 2.

District/School/Teacher Formative Assessments - As needed.

Teacher Assessments (Classroom-Level Data)

- Formative Assessments: Students scoring below 70% on two consecutive unit tests, or comprehension checks.
- Running Records or Fluency Checks: Students reading below 50% of expected growth toward grade level benchmarks.
- Writing-to-Read Activities: Evidence from writing prompts, summaries, or constructed responses indicating inability to comprehend or synthesize grade level text.
- Teacher Observations: Patterns of struggle in decoding multisyllabic words, using context to understand unknown words, or demonstrating limited reading stamina noted across 3 instructional periods.

School Assessments (Interim or Benchmark Data)

- STAR Reading or i-Ready: Students scoring below the 40th percentile for reading comprehension or below 70% of expected Typical Growth.
- FAST Reading (grades 6–8 benchmark assessments): Students performing below Level 3 in overall score.

- School-Wide ELA Assessments: Students scoring below 70% on school created or district aligned interim assessments in two consecutive administrations.

#### District Assessments (High-Stakes or Standardized Data)

- State Assessments (FAST, FSA, ELA): Students scoring Level 1 or 2, and/or demonstrating substantial gaps in grade level reading proficiency.
- Diagnostic or Progress Monitoring Data: Evidence from i-Ready, STAR, or other district-wide tools showing students performing two or more grade levels below expectations, and/or achieving below 40th percentile in multiple domains.
- Previous Year Performance: Students who did not meet reading growth targets or scored Level 1 or 2 on prior year state or district assessments.

Students who meet any two or more of the above criteria from teacher, school, or district assessments may be placed in Tier 2 targeted reading interventions. Placement will be data driven and revisited at 4 week progress monitoring cycles to ensure students are receiving the appropriate level of support.

### **Tier 1 Instruction + Tier 2 Interventions**

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

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

(Enter assessment criteria that will be used.)

Grades 6-8 FAST - Level 2 and/or

District/School/Teacher Formative Assessments – 60% or above.

**Number of times per week interventions are provided: 3**

**Number of minutes per intervention session: 20 minutes**

**Course(s) where interventions take place: M/S Language Arts 1, 2 and 3**

#### **Supplemental Instruction/Interventions**

**Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Amplify 6-8		<p>Amplify ELA is approved as a core curriculum and is not approved for Tier 2 or Tier 3 interventions. The program incorporates research aligned instructional practices supported by the WWC Practice Guide: Foundational Skills to Support Reading for Understanding as appropriate for secondary-level recommendations for grades 6–8.</p> <p>WWC Practice Guide Recommendations Implemented in Amplify ELA:</p>

		<ul style="list-style-type: none"> <li>• Recommendation 1: Provide systematic and explicit instruction in phonics, vocabulary, and comprehension.</li> <li>• Recommendation 2: Scaffold instruction to support diverse learners, including English learners and students with disabilities.</li> <li>• Recommendation 3: Provide daily opportunities for practice with feedback and application in authentic reading and writing tasks.</li> </ul> <p>This is built into the program by:</p> <ul style="list-style-type: none"> <li>• Sequenced lesson plans that gradually increase in complexity while providing scaffolds for students who need additional support.</li> <li>• Embedded vocabulary and comprehension exercises that align with text complexity and grade-level standards.</li> <li>• Digital and print components that allow immediate feedback and guided practice within lessons.</li> </ul> <p>The district will support and monitor implementation of Amplify ELA by:</p> <ul style="list-style-type: none"> <li>• Conducting daily classroom observations and weekly coaching cycles to ensure fidelity to the core curriculum.</li> <li>• Providing professional learning opportunities, including training sessions and follow-up workshops for all teachers using Amplify.</li> <li>• Monitoring student progress through formative assessments, end of unit checks, and benchmark assessments, using data to guide instructional adjustments.</li> <li>• Holding grade-level or department data review meetings to ensure that core instruction is effectively meeting students' literacy needs.</li> <li>• The reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with built in</li> </ul>
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		<p>cues for corrective feedback.</p> <ul style="list-style-type: none"> <li>Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.</li> <li>The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.</li> </ul>
<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>		
<p><b>Students with Disabilities</b></p>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Amplify 6-8		Verbiage is listed in above.
<p><b>English Language Learners</b></p>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Imagine Language and Learning	Promising	
<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>Students are considered for Tier 3 intensive interventions when they do not demonstrate adequate progress during Tier 2 supports. Specifically, Tier 3 is initiated when students:</p> <ul style="list-style-type: none"> <li>Fail to make adequate growth after 6 weeks of Tier 2 interventions, defined as less than 50% of expected Typical Growth on STAR or i-Ready, and/or</li> <li>Continue to score below FAST Level 3 after two consecutive progress-monitoring checkpoints, and/or</li> <li>Score below 70% on HMH unit/module assessments across two consecutive administrations despite Tier 2 support, and/or</li> <li>Demonstrate persistent reading difficulties as identified through progress monitoring, teacher observation, or diagnostic assessments</li> </ul> <p>Placement in Tier 3 ensures students receive smaller group or individualized instruction, progress monitoring twice each week, and evidence based interventions aligned to their specific skill deficits.</p>		
<p><b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b></p>		
<p><b>Beginning of Year Data</b></p>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b> (Enter assessment criteria that will be used.)</p> <p>Grades 6-8 FAST - Level 1 and/or District assessments – Below 60%</p>		
<p><b>Number of times per week interventions are provided: 5</b></p> <p><b>Number of minutes per intervention session: 30-45 minutes</b></p> <p><b>Course(s) where interventions take place: Intensive Reading</b></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>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
What Works Clearinghouse Practice Guides - Building decoding skill and reading fluency.		<p>Building decoding skills and reading fluency does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide: Providing Reading Interventions for Students in Grades 6–8 supports this practice.</p> <p>WWC Practice Guide Recommendations Implemented:</p> <ul style="list-style-type: none"> <li>• Teach a set of academic vocabulary words intensively across several days</li> <li>• Build students’ decoding skills so they can read complex multisyllabic words</li> <li>• Provide purposeful fluency-building activities to help students read effortlessly</li> </ul> <p>Resources Used to Support This Practice:</p> <ul style="list-style-type: none"> <li>• Achieve3000 Text Sets</li> <li>• Targeted decoding and fluency support</li> <li>• Amira Learning (for fluency and comprehension practice with immediate feedback)</li> </ul> <p>The district will support and monitor implementation of this instructional practice by:</p> <ul style="list-style-type: none"> <li>• Providing professional development on explicit and systematic instruction in decoding, vocabulary, and fluency</li> <li>• Offering guidance on effectively utilizing the materials within small group or individualized instruction</li> <li>• Conducting daily classroom observations and coaching cycles to ensure fidelity</li> <li>• Monitoring student progress through formative assessments, weekly progress checks, and data review meetings to adjust instruction as needed’</li> </ul>

PALS (Peer-Assisted Learning Strategies) – Peer Mediated Support		<p>Population: SWD, students with IEPs, and ELLs needing structured peer support for fluency and comprehension</p> <p>WWC Practice Guide Alignment: Foundational Skills to Support Reading for Understanding</p> <ul style="list-style-type: none"> <li>• Recommendation 1: Small-group, peer-mediated practice (Level: Moderate)</li> <li>• Recommendation 2: Scaffolded guided practice with corrective feedback (Level: Moderate)</li> </ul> <p>Program Design: Students work in pairs using structured protocols to practice fluency and comprehension skills.</p> <p>District Support and Monitoring: Teachers observe PALS sessions, provide corrective feedback, and monitor student progress through weekly formative checks.</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>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Amplify 6-8		Verbiage is listed in Tier 2.
Achieve3000 Teacher Led Small Group	Strong	
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Amplify 6-8		Verbiage is listed in Tier 2.
Achieve3000 Teacher Led Small Group	Strong	
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b> <ul style="list-style-type: none"> <li>• Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.</li> <li>• Providing professional development in the implementation of district approved Tier 3 reading programs.</li> <li>• Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.</li> <li>• Monitoring lesson plans to ensure that Tier 3 instruction is being delivered using the Tier 3</li> </ul>		

reading program and targeted skill-based instruction.

- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

## 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?
Star Renaissance	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Achieve 3000 LevelSet	<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 type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

The district utilizes a structured and data-driven process to identify students in grades 9-12 who require Tier 2 and Tier 3 interventions, aligned with our Multi-Tiered System of Supports (MTSS). This process ensures that students who are struggling with early literacy skills receive timely and targeted support to address their individual learning needs.

1. **Universal Screening:** At the beginning of each school year, all students in grades 9-12 undergo universal screening assessments to identify those who may be at risk for reading difficulties. These screenings assess key literacy skills such as phonemic awareness, letter recognition, and early reading fluency.
2. **Ongoing Progress Monitoring:** Students who show signs of difficulty are monitored regularly through ongoing progress monitoring assessments. These assessments are designed to track student growth in real-time and identify those who are not making sufficient progress despite core instruction.
3. **Data Review and Team Collaboration:** When a student demonstrates a consistent lack of progress or falls below grade-level benchmarks, a collaborative team, composed of classroom teachers, reading specialists, and instructional coaches, reviews the data to determine the student's need for additional support. This includes analyzing assessment results, classroom performance, and other relevant data points.
4. **Tiered Intervention Placement:** Based on the data, students who require more intensive support are placed into Tier 2 or Tier 3 interventions. Tier 2 interventions typically involve small-group instruction focused on targeted skill development, while Tier 3 interventions are more individualized, providing one-on-one support tailored to address specific deficits in literacy skills.
5. **Parent Involvement and Communication:** Throughout the intervention process, parents are kept informed and involved. Teachers share progress with families, offer strategies for supporting literacy at home, and collaborate to ensure that students receive consistent support both at school and at home.
6. **Review and Adjustment:** The effectiveness of interventions is reviewed regularly through progress monitoring data. If students show little to no improvement, adjustments to the intervention plan are made, which may include escalating to more intensive interventions or further modifications to instruction.

Through this systematic approach, the district ensures that students in grades K-3 who need additional support in literacy are identified early and receive appropriate interventions to help them succeed.

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



- Universal Screening: All students are screened (FAST Progress Monitoring PM1–PM3) to determine whether Tier 1 instruction is meeting the needs of 80% or more of the student population.
- Benchmark Assessments: District-level benchmarks and common assessments are reviewed to ensure students are mastering grade-level expectations.
- Classroom Observation and Walkthroughs: Instructional coaches and administrators conduct regular fidelity checks using standards-based observation tools ( Marzano or Danielson frameworks).
- Data Team/PLC Reviews: Grade-level or content-area teams review student performance data regularly (every 4–6 weeks) to determine if adjustments to Tier 1 instruction are needed.
- Standards Mastery Tracking: Teachers track student proficiency by standard using tools like formative quizzes, exit tickets, and curriculum-embedded assessments

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

- Progress Monitoring: Students receiving Tier 2 intervention are monitored at least bi-weekly using skill-specific probes (e.g., i-Ready, Achieve3000).
- Intervention Plans: Teachers develop and document intervention plans with specific goals, strategies, and expected outcomes; these plans are reviewed for alignment and effectiveness.
- Data-Based Decision Meetings: MTSS teams meet regularly (every 4–6 weeks) to evaluate progress monitoring data and determine whether students should continue in Tier 2, return to Tier 1, or move to Tier 3.
- Intervention Fidelity Checks: Instructional leaders ensure that interventions are implemented as intended—correct duration, frequency, group size, and program usage.
- Teacher Logs and Reflections: Intervention delivery is documented, and teachers reflect on student response to adjust instruction as needed.

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

- Weekly Progress Monitoring: Students are assessed weekly using diagnostic-aligned tools targeting their specific areas of need (e.g., phonics, fluency, comprehension).
- Individual Intervention Plans: Plans must include SMART goals, instructional strategies, instructional minutes, and frequency. These are reviewed and updated as needed.
- Case Review Meetings: MTSS teams meet more frequently (every 3–4 weeks) to assess the impact of intensive interventions and determine next steps, including possible referral for evaluation (if appropriate).
- Fidelity Monitoring by Administrators or Coaches: Instructional leaders observe intervention sessions and provide feedback to ensure research-based strategies are used with consistency and accuracy.

- Parent Communication Logs: Regular updates to parents regarding student progress and instructional strategies used.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
<b>Beginning of Year Data</b>
<p><b>Students must meet the following criteria at the beginning of the school year:</b>          (Enter assessment criteria that will be used.)          Universal Screenings:          FAST Levels 3-5,          i-Ready On-Grade Level or above and/or          Achieve3000 LevelSets score is MEETS for appropriate grade level.</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>• FAST/STAR scores where 80% of the students are at a Level 3 or higher as per PM 3 from prior year.</li> <li>• i-Ready Diagnostic On-Grade Level</li> </ul> <p>Universal screening and monitoring of all high school students' reading comprehension and vocabulary skills</p> <p>Performance Benchmarks:</p> <ul style="list-style-type: none"> <li>○ Grade-Level Proficient: Students scoring at or above the 50th percentile for their grade level and meeting expected Typical Growth targets</li> <li>○ At-Risk / Tier 2 Consideration: Students scoring below the 50th percentile or achieving less than 50% of expected Typical Growth in reading comprehension</li> </ul> <p>Identifies students who need additional support or Tier 2 interventions and informs differentiation in core English/ELA instruction</p> <p>Achieve3000 (Lexile-Based Text Sets / Reading Level Sets)</p> <ul style="list-style-type: none"> <li>• Supports comprehension and vocabulary development through informational texts aligned to high school standards             <ul style="list-style-type: none"> <li>○ Grade-Level Proficient: Students completing texts at their assigned Lexile level with <math>\geq 75\%</math> accuracy on comprehension activities</li> <li>○ At-Risk / Tier 2 Consideration: Students completing activities with <math>&lt; 75\%</math> accuracy or performing more than one Lexile band below grade level expectation</li> </ul> </li> <li>• Monitor growth, guide small group or differentiated instruction, and flag students for Tier 2 support.</li> <li>• Benchmarks focus on reading comprehension, critical thinking, and application to grade-level texts, not basic decoding.</li> <li>• Students who do not meet Tier 1 benchmarks are flagged for Tier 2 interventions, which may include small-group instruction, supplemental reading programs, or targeted content-area support.</li> <li>• Progress will be reviewed three times per year (beginning, middle, end), with frequent monitoring (once every 4 weeks) for students near the Tier 2 threshold.</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>

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of SAAVAS (9-12).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

### Core Instruction

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

Name of Program	Year of Program Adoption
SAAVAS Learning	2022

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

Students who do not meet Tier 1 benchmarks are flagged for Tier 2 interventions, which may include small-group instruction, supplemental reading programs, or targeted content-area support.

At-Risk / Tier 2 Consideration will be given to students completing activities with <75% accuracy or performing more than one Lexile band below grade level expectation for Achieve3000.

At-Risk / Tier 2 Consideration will be given to students scoring below the 50th percentile or achieving less than 50% of expected Typical Growth in reading comprehension on the i-Ready diagnostic test.

Teachers and administrators will monitor growth, guide small group and/or differentiated instruction, and flag students for Tier 2 support.

### Tier 1 Instruction + Tier 2 Interventions

#### Beginning of Year Data

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

(Enter assessment criteria that will be used.)

FAST-Level 2

i-Ready: One Grade Level Below

Achieve3000 Level Set: Approaches

**Number of times per week interventions are provided: 3**

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

**Course(s) where interventions take place: English 1, English 2, English 3, English 4**

#### Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
SAAVAS Learning		<p>SAVVAS ELA is approved as a core curriculum <b>and is</b> not approved for Tier 2 or Tier 3 interventions. The program incorporates instructional practices aligned with research-supported recommendations from the <i>WWC Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> (appropriate for grades 9–12).</p> <p>WWC Practice Guide Recommendations Implemented in SAVVAS ELA:</p> <ul style="list-style-type: none"> <li>• Recommendation 1: Provide direct, explicit instruction in comprehension strategies (Level of Evidence: Strong)</li> <li>• Recommendation 2: Engage students in content-area reading with scaffolded support (Level of Evidence: Moderate)</li> <li>• Recommendation 3: Provide multiple opportunities for students to write about text to improve comprehension and vocabulary (Level of Evidence: Moderate)</li> </ul> <p>This is built into the program by:</p> <ul style="list-style-type: none"> <li>• Embedding structured reading comprehension lessons with modeling and guided practice</li> <li>• Including scaffolded texts and supports for complex literary and informational texts across content areas</li> <li>• Providing structured writing tasks, discussion prompts, and formative checks aligned to each lesson to reinforce comprehension and vocabulary</li> </ul> <p>The district will support and monitor implementation of SAVVAS ELA by:</p> <ul style="list-style-type: none"> <li>• Conducting classroom observations and coaching cycles to ensure fidelity of core instruction</li> <li>• Providing professional learning opportunities, including training sessions and follow-up workshops for teachers</li> <li>• Monitoring student progress through formative assessments, end-of-unit checks, and benchmark assessments, using data to guide differentiation</li> </ul>

		<ul style="list-style-type: none"> <li>Holding department and/or or grade-level data review meetings to ensure all students are progressing in literacy skills</li> </ul>
Achieve 3000	Strong	
<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>
Saavas Learning		Verbiage is above.
Achieve3000	Strong	
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Achieve 3000	Strong	
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b>		
<p>Students in grades 9–12 may be recommended for Tier 3 interventions if they do not demonstrate adequate progress during Tier 2 supports, as evidenced by the following:</p> <p>Progress Monitoring &amp; Growth</p> <ul style="list-style-type: none"> <li>Failure to meet expected rate of improvement after 8 weeks of Tier 2 intervention, defined as less than 50% of expected growth on i-Ready and/or STAR Reading.</li> <li>Stagnant or declining growth trends across three or more consecutive progress monitoring data points despite consistent intervention.</li> </ul> <p>Benchmark/Assessment Performance</p> <ul style="list-style-type: none"> <li>i-Ready Reading Diagnostic: <ul style="list-style-type: none"> <li>Grade 9: Scale Score &lt; 500</li> <li>Grade 10: Scale Score &lt; 520</li> <li>Grade 11: Scale Score &lt; 540</li> </ul> </li> <li>Grade 12: Scale Score &lt; 560</li> <li>STAR Reading: <ul style="list-style-type: none"> <li>Below the 10th percentile nationally or</li> <li>Grade Equivalent (GE) below: <ul style="list-style-type: none"> <li>6.0 in Grade 9</li> <li>7.0 in Grade 10</li> <li>8.0 in Grade 11</li> <li>9.0 in Grade 12</li> </ul> </li> </ul> </li> <li>Curriculum-Based Assessments (Savvas, Achieve3000): <ul style="list-style-type: none"> <li>Consistently scoring below 70% on two or more consecutive unit/module assessments.</li> </ul> </li> <li>State Assessments (FAST):</li> </ul>		

- o Level 1 or 2 performance on Reading/ELA without upward trajectory toward proficiency.

#### Classroom Performance & Teacher Observations

- Documented evidence that student is unable to independently engage with grade level texts (both literary and informational) despite Tier 2 scaffolds.
- Ongoing need for 1:1 or small-group support to complete content area literacy and writing tasks.
- Observable deficits in comprehension of multisyllabic vocabulary, academic discourse, and writing conventions that impede mastery of Florida B.E.S.T. standards.

#### Additional Criteria

- Attendance/Engagement: Student has participated in at least 80% of Tier 2 intervention sessions before escalation to Tier 3.
- Special Populations: For English Language Learners (ELLs) and students with disabilities, Tier 3 escalation occurs only after appropriate scaffolds, accommodations, and Tier 2 evidence based interventions have been consistently implemented and monitored.

#### Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

##### Beginning of Year Data

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

(Enter assessment criteria that will be used.)

Level 1 FAST

i-Ready: Two or more grade levels below

Achieve 3000 LevelSet: Falls far below

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

**Number of minutes per intervention session: 30 minutes**

**Course(s) where interventions take place: Intensive Reading**

#### Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
What Works Clearinghouse Practice Guides	Promising	<p>The district aligns Tier 2 and Tier 3 interventions for students in grades 9-12 to recommendations from the WWC Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. While SAAVAS does not meet strong, moderate, or promising levels of ESSA evidence, it has instructional routines that align with the following recommendations:</p> <p>Recommendation 1: Provide explicit vocabulary instruction (<i>Strong Evidence</i>)</p> <ul style="list-style-type: none"> <li>• Built into the program, Savvas' emphasizes on the way students encounter new terms in context, practice them across multiple readings,</li> </ul>

		<p>and apply them in both oral and written responses, strengthening comprehension of complex high school texts.</p> <p>Recommendation 2: Provide direct and explicit comprehension strategy instruction (<i>Strong Evidence</i>)</p> <ul style="list-style-type: none"> <li>Savvas incorporates explicit modeling of comprehension strategies, such as identifying main ideas, analyzing arguments, annotating texts, and summarizing. Students apply these strategies to informational and literary texts aligned to grade level standards.</li> </ul> <p>Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation (<i>Moderate Evidence</i>)</p> <ul style="list-style-type: none"> <li>Savvas lessons integrate structured discussion opportunities, such as text-based questioning and collaborative analysis. These activities engage students in higher order thinking and improve interpretation skills across subject areas.</li> </ul> <p>Recommendation 4: Increase student motivation and engagement in literacy learning (<i>Moderate Evidence</i>)</p> <ul style="list-style-type: none"> <li>Savvas includes a wide range of high-interest, diverse, and career connected texts. Opportunities for student choice and personalized goal setting foster engagement and connect literacy skills to postsecondary pathways.</li> </ul> <p>Recommendation 5: Make intensive and individualized interventions available for struggling readers (<i>Strong Evidence</i>)</p> <ul style="list-style-type: none"> <li>The program provides targeted scaffolds, leveled supports, and differentiated assignments to meet the needs of students with reading difficulties. Teachers can assign additional practice on decoding, fluency, or comprehension, and monitor growth through embedded assessments.</li> </ul>
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		<p>The district will support and monitor implementation of Savvas by:</p> <ul style="list-style-type: none"> <li>• Providing professional learning on explicit, systematic reading instruction aligned with WWC recommendations.</li> <li>• Offering ongoing coaching and fidelity checks to ensure strategies are implemented consistently in high school classrooms.</li> <li>• Analyzing progress monitoring data (course assessments, i-Ready, Achieve3000, FAST) at least every 8 weeks to adjust supports.</li> <li>• Embedding WWC aligned interventions into MTSS plans for students requiring Tier 2 and Tier 3 support.</li> </ul>
<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>
Achieve3000 Teacher Led Small Group	Strong	
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Achieve3000 Teacher Led Small Group	Strong	
<b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b> <ul style="list-style-type: none"> <li>• Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.</li> <li>• Providing professional development in the implementation of Tier 3 Intervention programs.</li> <li>• Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.</li> <li>• Monitoring lesson plans to ensure that Tier 2 instruction is being delivered using the core reading program and targeted skill-based instruction.</li> <li>• FCRR Literacy Walk-Throughs to monitor the plans in action.</li> <li>• District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.</li> </ul>		



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

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

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

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

Name of Professional Learning	Target Audience	Description
UFLI Foundations	K-2	Designed to improve literacy outcomes for struggling students by addressing two key areas: reader development and teacher development.
FCRR Reading Endorsement	K-12	Evidence-based pathway designed for teachers to earn the full Reading Endorsement.
Lastinger Center Literacy Micro-Credentials	PreK – 12	Equips birth to twelfth-grade instructional personnel to identify literacy difficulties and determine appropriate interventions, apply evidence-based practices, and effectively use progress monitoring and intervention materials
Grand Canyon University Professional Development	K-12	Supports K–12 districts in meeting state certification requirements, advancing teacher and leader expertise, and fostering continuous improvement in instructional practice. Programs align with the Science of Reading, college and career readiness standards, and other evidence-based instructional frameworks.

### **Instructional Personnel and Certified PreK Teachers**

**Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.**

Gadsden County Public Schools provides a comprehensive professional learning framework to assist instructional personnel and certified PreK teachers funded in the Florida Education Finance Program (FEFP) in earning state-approved certifications, credentials, endorsements, and advanced degrees in scientifically researched and evidence-based reading instruction. This framework ensures alignment with Florida's

Reading Endorsement Competencies and the Science of Reading principles, while offering multiple pathways for professional growth.

- **University of Florida Literacy Institute (UFLI)**  
Instructional staff participate in targeted professional learning using the UFLI Foundations program, which offers explicit, systematic training in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Professional development is delivered through district-led workshops, coaching cycles, and model lessons, with embedded practice opportunities. UFLI training is integrated into ongoing professional learning communities (PLCs) to support application and sustainability.
- **Florida Center for Reading Research (FCRR) Reading Endorsement Program**  
Teachers enroll in the FCRR's competency-based online modules, which are designed to meet Florida's Reading Endorsement requirements. District leadership coordinates cohort enrollment, monitors progress and provides release time or stipends for completion. The program's self-paced structure allows teachers to apply newly acquired skills directly to their classroom instruction, with coaching support to ensure fidelity.
- **Lastinger Center Literacy Micro-Credentials**  
Through a partnership with the University of Florida Lastinger Center, teachers engage in literacy micro-credential courses that focus on discrete, evidence-based instructional practices. These stackable micro-credentials provide a pathway toward full endorsements and advanced literacy qualifications. Learning is competency-based, requiring demonstration of mastery through classroom artifacts and video submissions reviewed by certified assessors.
- **Grand Canyon University (GCU) Professional Development Program**  
Certified PreK teachers and instructional personnel have access to GCU's online professional development and advanced degree programs in reading and literacy education. Participants can pursue graduate-level coursework leading to master's degrees, reading specialist certifications, or other literacy-related credentials. The district provides guidance on tuition assistance, scheduling flexibility, and integration of GCU coursework into professional growth plans.

#### **Differentiated Professional Learning**

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

The Office of Professional Learning regularly reviews progress- monitoring data from all our schools and responds with support and trainings based on the individual needs of schools and teachers. Principals identify teachers whose progress monitoring data is not showing adequate growth through faculty meetings and data chats, and provide intensified, differentiated professional learning as needed.

#### **Mentor Teachers**

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

The district provides guidance on identifying mentor teachers and model classrooms through face-to-face meetings, email, and each site's professional learning advocate. Mentor teachers and model classrooms are identified through weekly walkthroughs, faculty meetings, and data chats. Administrators work with their Literacy Leadership Teams to identify the key instructional characteristics required for each grade level and utilize data to select teachers routinely displaying these instructional characteristics within their classrooms.

**Professional Learning Time**

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

Principals schedule common planning times for grade levels or departments and the school leadership (Principal, assistant principal, or coach) meets weekly or biweekly with teachers to provide embedded professional learning through Professional Learning Community (PLC) structures. During these meetings, teacher teams discuss benchmarks, review student work and data, and plan upcoming instruction, providing relevant and differentiated professional learning for each team. Progress monitoring data identify teachers in need of additional support, which can be provided by the site-based literacy coach or administrator, a district specialist, or through participation in school-level or district training.

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

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

Name of Tutoring Program	Target Audience	Description
Varsity Tutoring	K-12	High-quality, research-based instructional materials designed to improve literacy outcomes for students in PreK–12. These materials are aligned with the Science of Reading and the Florida B.E.S.T. Standards, focusing on the five essential components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.
District Beyond the School Day Tutoring Program – Teacher Developed Resources	K-12	Teacher-developed resources are created to directly address skill deficiencies identified through progress monitoring, classroom assessments, and statewide assessment data. All resources are aligned to the Florida B.E.S.T. Standards and grounded in scientifically researched and evidence-based instructional practices, with a strong emphasis on literacy

**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.**

- Parents of students identified with a substantial deficiency in reading will be provided a read-at-home plan that the parent can use to help with reading at home.
- Monthly community meetings will provide parents with strategies to support literacy for students with substantial reading deficiency.
- Community partners will continue to provide books to encourage literacy to all students.

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

- Eligible Parents provided with a New World Reading Initiative Flyer with instructions on how to enroll their Tier 1 and Tier 2 children that are in grades K-5.
- B.E.S.T. parent guides in English/Spanish – K-8th grade Parent Guides for English Language Arts (fldoe.org) Just Read Families- Just Read, Families! (fldoe.org)
- Just Take 20 – See it Read it activities JT20: IF You See It, Read It
- B.E.S.T. ELA/Civics book lists.
- The district purchased 50 % of the B.E.S.T. ELA Booklist to be housed in the school's media center/and or online library. Teachers and students can check out the books and teachers send reading activities home for families to engage in literacy activities like Literacy Nights.
- Use Open House to provide "read with your child" engagement activities.
- Request SRLD to provide training to Literacy Leadership Teams on ways to engage parents in literacy at the school level.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	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:	Date:

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

## 9) Highly Effective Teachers

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

In alignment with House Bill 1255 and section 1003.4201, Florida Statutes, the district prioritizes the assignment of highly effective teachers to kindergarten through grade 2 classrooms to ensure that students receive strong foundational literacy instruction during these critical early years.

Priority placement of highly effective teachers is first provided to schools identified for support under the guidance of the Bureau of School Improvement (BSI). By strategically aligning teacher assignments to schools with the greatest need, the district ensures that our most effective educators are positioned where their expertise can have the strongest impact on student outcomes.

To further support this commitment, the district actively recruits highly qualified teachers through multiple pathways, including hosting and attending job fairs at the local, regional, and state levels and actively recruits international teachers which helps expose our students to other cultures. These efforts are designed to attract strong candidates with proven instructional expertise, as well as those with the potential to develop into highly effective teachers through district-provided professional development and mentoring.

The district also partners with universities, alternative certification programs, and community organizations to expand the pipeline of effective K–2 teachers. Ongoing professional learning, coaching, and targeted supports are provided to ensure teachers maintain and grow their effectiveness once placed in classrooms.

Through this strategic combination of priority placement, targeted recruitment, and sustained support, the district maximizes the impact of highly effective teachers on early literacy development in grades K–2.



**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
EK	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
EK	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>
EK	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.
EK	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
EK	e. All literacy coaches in the district meet the minimum qualifications described in <a href="#">Rule 6A-6.053(4), F.A.C.</a>
EK	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.
EK	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
EK	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
EK	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):

Elijah Key

Signature:

*Elijah Key*

Date:

9/24/25