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	Wendy Mullens	wendy.mullens@glades-schools.org	863-946-2083
Data Element	Joanna Martinez	joanna.martinez@glades-schools.org	863-946-2083
Third Grade Promotion	Wendy Mullens	wendy.mullens@glades-schools.org	863-946-2083
Multi-Tiered System of Supports	Doreen Sabella	doreen.sabella@glades-schools.org	863-946-2083
Superintendent of Schools	Alice Barfield	alice.barfield@glades-schools.org	863-946-2083

2) District Expenditures

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	**72,000**	
Intervention teachers	**72,000**	
Scientifically researched and evidence-based supplemental instructional materials	**150,000**	
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	**150,000**	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**25,000**	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	**469,000**	

3) Literacy Leadership – District and School

A. **Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)**
Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	0	5	94	95

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

The district will enhance literacy outcomes for VPK students by using a targeted, data-informed approach that focuses on early intervention, differentiated instruction, and professional development.

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	15	12	72	75
1	27	20	56	65
2	22	15	51	60
3	10	8	69	75
4	20	12	56	65
5	13	12	60	70
6	16	12	56	65
7	21	15	55	65
8	24	15	47	60
9	26	15	46	60
10	25	15	56	65

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	K-1 STAR Early Literacy (3 times a year) K-5 ELA FAST Data (3 times a year)	K-1 STAR Early Literacy (3 times a year) K-5 ELA FAST Data (3 times a year) K-5 Progress Learning Grade Level Data (Ongoing) Grade Level Data (Monthly) MTSS (Ongoing)

Actions for continuous support and improvement	Analysis of data between school and district administration Data Chats between district and school leadership Feedback from PLC's Ongoing Professional Development between administration, coaches, and teaching staff Walkthroughs/Feedback Staff Surveys	Analysis of data between students, teachers, and administration Data Chats between school leaders, teachers, and students Feedback from PLC's Ongoing Professional Development for teaching staff Collaborative Planning Growth Plan Review MTSS review Data Grouping Student & Staff Surveys Q-TIP's – New Teacher Support
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	6-8 ELA FAST Data (3 times a year)	6-8 ELA FAST Data (3 times a year) 6-8 Progress Learning Grade Level Data (Ongoing) Grade Level Data (Monthly) MTSS (Ongoing)
Actions for continuous support and improvement	Analysis of data between school and district administration Data Chats between district and school leadership Feedback from PLC's Ongoing Professional Development between administration, coaches, and teaching staff Walkthroughs/Feedback Staff Surveys	Analysis of data between students, teachers, and administration Data Chats between school leaders, teachers, and students Feedback from PLC's Ongoing Professional Development for teaching staff Collaborative Planning Growth Plan Review MTSS review Data Grouping Student & Staff Surveys Q-TIP's – New Teacher Support
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	9-12 ELA FAST Data (3 times a year) 9-12 EOC Exams (once a year)	9-10 ELA FAST Data (3 times a year) EOC's (Ongoing) SAT, ACT, CLT (Ongoing) 9-12 Progress Learning Level Data (Ongoing) Grade Level Data (Monthly) MTSS (Ongoing)
Actions for continuous support and improvement	Analysis of data between school and district administration Data Chats between district and school leadership Feedback from PLC's	Analysis of data between students, teachers, and administration Data Chats between school leaders, teachers, and students Feedback from PLC's

	Ongoing Professional Development between administration, coaches, and teaching staff Walkthroughs/Feedback Staff Surveys	Ongoing Professional Development for teaching staff Collaborative Planning Growth Plan Review MTSS review Data Grouping Student & Staff Surveys Q-TIP's – New Teacher Support

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 a thorough review using the District CERP Reflection Tool and a root-cause analysis of student performance data, several key revisions were made to the district's Comprehensive Education Reform Plan (CERP) to address persistent gaps in literacy achievement.

- **Enhanced Tier 1 Core Literacy Instruction**
  The district identified inconsistent implementation of evidence-based literacy practices across classrooms as a primary root cause of underperformance. To address this, the CERP was revised to standardize high-quality instructional materials aligned to the Science of Reading across all grade levels. Professional learning communities (PLCs) and targeted coaching support were also embedded to ensure fidelity of implementation.
- **Data-Driven Instruction and Progress Monitoring**
  A root-cause analysis revealed insufficient use of formative assessments and data cycles to inform instruction. In response, the district revised its CERP to implement more frequent, systematic literacy assessments and established protocols for data review meetings. These revisions help educators tailor instruction based on student needs and intervene earlier with students showing signs of reading difficulties.
- **Targeted Intervention and Acceleration Supports**
  The analysis uncovered that intervention services were not consistently aligned with core instruction or provided in a timely manner. As a result, the district expanded and restructured its Multi-Tiered System of Supports (MTSS) to ensure students receive timely, targeted interventions with progress monitoring.
- **Professional Development Focused on Literacy Instruction**
  Teacher capacity was identified as a significant factor in student literacy outcomes. The revised CERP emphasizes ongoing, job-embedded professional development focused on effective literacy instruction strategies, assessment literacy, and differentiated instruction for diverse learners, including English learners and students with disabilities.

These revisions reflect a strategic alignment between identified root causes and the district's action steps to accelerate literacy growth. The district continues to monitor implementation through data analysis and stakeholder feedback to ensure sustainable improvement.

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

- **Reading Walkthroughs**:
  Administrators conduct frequent reading walkthroughs—often on a **weekly or biweekly basis**—to observe classroom instruction, ensure alignment with the reading plan, and collect data on teaching practices and student engagement. These walkthroughs focus on key elements such as:
  - o Use of evidence-based reading strategies
  - o Differentiated instruction for struggling readers

- o Implementation of core curriculum materials as well as standards aligned resources
- o Student use of literacy resources and tools
- **Use of Monitoring Tools**:
  Principals utilize **checklists, observation rubrics, or digital tracking tools** to document observations and provide consistent feedback. These tools help ensure that specific components of the reading plan are being implemented with fidelity.
- **Feedback and Coaching**:
  After each walkthrough, principals provide **timely and constructive feedback** to teachers. This may include written notes, face-to-face debriefs, or coaching sessions aimed at reinforcing strengths and addressing areas for improvement.
- **Data Review and Analysis**:
  Principals regularly analyze student reading data (e.g., assessment scores, progress monitoring results) to evaluate the effectiveness of instruction. This data is often reviewed at data chats and/or professional learning communities (PLCs).
- **Professional Development**:
  When walkthroughs or data highlight areas of need, principals coordinate or provide **targeted professional development** to address gaps in instructional practice or understanding of the reading plan.
- **Collaboration with Literacy Leadership Teams**:
  Principals often collaborate with literacy coaches and reading specialists to align efforts, ensure consistency across grade levels, and support teacher development.

By following this comprehensive process, principals are able to maintain high standards for reading instruction and make informed decisions to support both teachers and students in achieving literacy goals.

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.**

- **Establishing Data-Driven Culture**
  Principals set the expectation that data is a vital tool for improving teaching and learning. They promote a culture where teachers routinely use assessment data to guide instructional decisions and interventions.
- **Implementing Systems for Data Collection**
  Principals ensure that consistent, school-wide systems are in place for collecting various types of assessment data—formative, summative, benchmark, and progress monitoring. This includes providing tools (e.g., data platforms, assessment software) and ensuring training for their use.
- **Monitoring Data Collection Processes**
  They regularly check that assessments are administered with fidelity and that data is entered accurately and in a timely manner. This often involves working with instructional coaches or data teams to audit and review data collection procedures.
- **Leading Data Review Meetings**
  Principals facilitate or participate in data team meetings, PLCs (Professional Learning Communities), and MTSS (Multi-Tiered System of Supports) meetings where teachers analyze student data, identify trends, and make instructional adjustments. These meetings focus on both class-level and individual student data.
- **Using Data to Inform Instructional Decisions**
  They guide staff in using assessment data to tailor instruction to students' needs—differentiating learning, providing targeted interventions, or enriching curriculum. Principals ensure that instructional changes are based on data rather than assumptions.
- **Monitoring Progress and Adjusting Supports**
  Principals oversee the ongoing monitoring of student progress to ensure interventions are effective.

They look at progress monitoring data regularly to evaluate whether students are responding to instruction and supports and adjust resources or strategies as needed.

- **Providing Professional Development**
  To support effective data use, principals offer or coordinate training for staff on data analysis, interpretation, and instructional planning based on results.
- **8. Communicating with Stakeholders**
  They share data trends and progress with staff, families, and district leaders to build transparency and collective responsibility for student achievement.

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.**

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

- **District-Level Meetings**
  - **Leadership Briefings:** District leaders (e.g., superintendent, curriculum directors) often present the literacy coach model during principal meetings or leadership training opportunities.
  - **Rollouts and Workshops:** A formal rollout session may be organized where the goals, structure, and expectations of the literacy coach model are explained in detail.
- **Documentation and Guidelines**
  - **Written Framework:** Principals receive a written guide or framework outlining the role of literacy coaches, objectives, scope of support, and collaboration expectations.
- **One-on-One Conversations**
  - **Meetings with Instructional Leaders:** District instructional coaches or directors may meet individually with principals to discuss how the model will function in their specific school context.
  - **Feedback Sessions:** Principals may be invited to share input and ask questions about how the model will be implemented and adapted for their school's needs.
- **Training and Professional Development**
  - **Joint PD Sessions:** Principals and literacy coaches may attend shared professional development to build alignment and foster collaboration.

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

- **Professional Development Opportunities**
  Ongoing training tailored to literacy instruction, data analysis, coaching strategies, and current best practices helps coaches stay effective and current.
- **Regular Collaboration and PLCs (Professional Learning Communities)**
  The district may organize regular meetings for literacy coaches across schools to share successes, troubleshoot challenges, and collaborate on strategies.
- **Access to Instructional Resources**
  Providing coaches with up-to-date curriculum materials, intervention programs, assessment tools, and instructional technology helps them better support teachers and students.

- **Administrative Support**
  District-level literacy leaders or coordinators often provide oversight, mentorship, and guidance, as well as advocate for the coaches' needs with school leadership.
- **Clear Roles and Expectations**
  A well-defined coaching framework with clear goals ensures literacy coaches focus on impactful activities like co-planning, modeling lessons, and facilitating data-driven instruction.
- **Time for Coaching Activities**
  The district may help schools build schedules that allow literacy coaches adequate time for classroom visits, feedback sessions, and teacher support without being pulled for unrelated duties.
- **Data Access and Support**
  Coaches are often supported with access to student achievement data and tools to analyze it, along with district guidance on how to use data to inform instruction and interventions.
- **Feedback and Evaluation**
  The district may provide ongoing feedback and opportunities for reflection, helping coaches grow professionally and align their work with district goals.

5. **How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?**

The district supports coaches in prioritizing high-impact activities through a combination of strategic planning, professional development, and aligned systems. Key supports include:

- **Clear Expectations and Role Clarity**
  The district has defined the roles and responsibilities of instructional coaches to emphasize activities that directly impact student achievement—such as data-driven goal setting, instructional planning, and job-embedded professional development.
- **Ongoing Professional Learning for Coaches**
  Coaches participate in regular district-led professional development sessions that build their capacity in areas like data analysis, instructional strategies, adult learning theory, and facilitation. These sessions are tailored to support the evolving needs of schools and teachers.
- **Dedicated Time for High-Impact Work**
  The district protects time in coaches' schedules for collaborative work with teachers, including time for analyzing student data, setting instructional goals, co-planning lessons, and modeling or observing instruction.
- **Use of Coaching Cycles**
  Coaches follow a structured coaching cycle model that includes pre-conferencing, goal setting, data analysis, co-teaching or modeling, and reflection. This framework helps them maintain focus on evidence-based, results-oriented work.
- **Data-Informed Decision Making**
  Coaches receive access to student performance data and tools like dashboards or progress monitoring systems. The district provides training on how to interpret this data to inform instructional coaching and professional learning plans.
- **Collaborative Networks**
  Coaches are part of professional learning communities (PLCs) or coaching networks facilitated by district leaders. These networks provide a space to share best practices, reflect on challenges, and stay focused on student-centered strategies.

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

- **Regular Data Collection**
  - **Coaching Logs**: Literacy coaches often complete logs documenting their activities, including the types of support provided (e.g., modeling, co-teaching, feedback sessions), frequency, and teachers served.
  - **Teacher Feedback**: Surveys or interviews with teachers to gather feedback on the quality, usefulness, and impact of coaching support.
- **Observations and Walkthroughs**
  - **Instructional Rounds**: Administrators and/or district instructional leaders may observe coaching sessions or classroom instruction to see how literacy strategies are being implemented.
  - **Coach Observations**: District literacy coordinators or supervisors might observe coaches in action to ensure they are using best practices aligned with the model.
  - **Professional Learning Communities (PLCs) and Meetings**
  - **Reporting Structures**: Coaches may provide updates to building principals and district leadership to discuss progress and needs.
- **Professional Development**
  - **Ongoing Training**: Monitoring includes ensuring that coaches receive ongoing professional development aligned with current literacy research and instructional practices.
  - **Coach Self-Assessment**: Tools or reflections used by coaches to assess their own effectiveness and identify areas for growth.
- **Annual Evaluation and Review**
  - **Formal Evaluations**: Districts may include coaching effectiveness in annual performance reviews, using multiple data sources.

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

- **Student Achievement Data**
  - Improvement in reading scores on standardized tests or district assessments.
- **Teacher Feedback and Surveys**
  - Surveys and interviews with teachers to assess how coaching has impacted their instructional practices.
- **Classroom Observations**
  - Administrators or instructional leaders may observe classrooms to see changes in instructional strategies that align with coaching goals.
- **Coaching Logs and Documentation**
  - Coaches maintain logs showing frequency, type, and impact of coaching sessions.
  - Documentation of goals, strategies, and teacher progress.
- **Professional Development Participation and Implementation**
  - Evaluation of how much literacy-focused professional development is being delivered and implemented in classrooms.
- **Coach Self-Assessment and Reflection**
  - Literacy coaches may reflect on their practices, growth, and challenges, often tied to specific goals or performance standards.
- **Schoolwide Literacy Improvement**
  - Broader indicators such as increased reading levels across grade levels or narrowing of achievement gaps.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The district's strategic plan is fully aligned with Florida's Formula for Reading Success (6 + 4 + T1 + T2 + T3) to ensure equitable access to high-quality reading instruction for all K-12 students, including students with disabilities (SWDs) and English language learners (ELLs).

Six Components of Reading

The strategic plan emphasizes instruction that explicitly develops all six essential components of reading:

- Oral language
- Phonological awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Teachers are trained and supported to integrate these components through evidence-based practices and materials aligned to the B.E.S.T. Standards. Instruction is scaffolded and differentiated to address the varied literacy needs of general education students, SWDs, and ELLs.

Four Types of Assessments

The district incorporates a balanced assessment system that includes:

- **Screening** to identify students at risk of reading difficulties,
- **Progress monitoring** to track ongoing development,
- **Diagnostic assessments** to determine specific skill deficits,
- **Summative assessments** to evaluate overall achievement.

These assessments are adapted or accommodated as necessary to meet the unique needs of SWDs and ELLs, ensuring accurate data and informed instruction.

Three Tiers of Instruction

The district implements a **Multi-Tiered System of Supports (MTSS)** to deliver instruction that is standards-aligned, incorporates the **principles of Universal Design for Learning (UDL)**, and ensures equity through accommodations for SWDs, students with IEPs, and ELLs:

- **Tier 1: Core Instruction**
  All students receive high-quality, print-rich, explicit, and systematic instruction that includes scaffolding, differentiation, and corrective feedback. Instruction builds both background knowledge and content understanding and integrates writing in response to reading.
- **Tier 2: Supplemental Instruction/Interventions**
  Students identified with specific skill gaps receive **teacher-led, small group instruction** that is explicit and systematic. These interventions are tailored to individual needs, include multiple practice opportunities, and occur **in addition to Tier 1 instruction**.
- **Tier 3: Intensive, Individualized Interventions**
  For students demonstrating a **substantial deficiency in reading**, the district provides intensive, one-on-one or very small group instruction. These interventions are more frequent, targeted, and delivered by personnel certified or endorsed in reading or holding a literacy micro-credential, as required by s. 1003.485, F.S. Tier 3 occurs in addition to Tier 1 and Tier 2 supports and includes frequent progress monitoring.

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.**

Our Florida public school PreK program is committed to providing a high-quality early childhood education that meets the diverse needs of all learners, including those enrolled in Voluntary Prekindergarten (VPK), Exceptional Student Education (ESE), and other PreK programs. The program's plan focuses on a comprehensive approach to assessment, standards alignment, differentiated instruction, and individualized support to foster growth and development for every child.

Assessment:
We utilize a combination of formative and summative assessment tools to monitor and support children's development across key domains, including language and literacy, mathematics, social-emotional skills, physical development, and cognitive abilities. These assessments are ongoing and include observational checklists, developmental screenings, and standardized tools aligned with Florida's Early Learning and Developmental Standards. Data from assessments guide instruction and help identify children who may require additional supports or services, especially within ESE populations.

Standards:
Our curriculum is aligned with the Florida Early Learning and Developmental Standards, which provide a framework for age-appropriate developmental expectations. These standards ensure that instruction is

developmentally appropriate and culturally responsive, supporting the whole child. Teachers use these standards to plan lessons and activities that promote readiness for kindergarten and lifelong learning.

Instruction:
Instruction is delivered through a play-based, child-centered approach that encourages exploration, creativity, and critical thinking. Differentiated instruction is a core component of our teaching strategy, allowing educators to tailor learning experiences to meet individual strengths and needs. For children in VPK, instruction focuses on foundational literacy and math skills, social development, and school readiness. For ESE students, individualized education plans (IEPs) guide instructional modifications and accommodations to support access and engagement.

Support:
Our program offers a multi-tiered system of support to address the unique needs of all learners. Early intervention services, speech and language therapy, occupational therapy, and behavioral support are integrated into the classroom setting whenever possible. Collaboration among educators, families, and specialists ensures a comprehensive support network. Professional development for teachers emphasizes inclusive practices, culturally responsive teaching, and strategies to support children with diverse learning needs.

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

Our public school PreK program, including VPK, ESE, and other PreK Services, utilizes a comprehensive and research-based set of instructional materials designed to support the development of the whole child and prepare students for kindergarten success.

- **The Florida Early Learning and Developmental Standards**
  These state-adopted standards provide the foundation for our curriculum by outlining age-appropriate expectations across all developmental domains, including language and literacy, mathematics, social-emotional development, physical development, and approaches to learning. The standards guide our teaching practices and assessment to ensure alignment with state expectations.
- **Creative Curriculum**
  The Creative Curriculum serves as the core framework for our classroom instruction. It offers a project-based, play-centered approach that promotes exploration and discovery through hands-on learning. This curriculum supports individualization and differentiation to meet each child's unique needs while fostering development in key areas such as cognitive, social, emotional, and physical growth.
- **Wonders**
  Wonders is a literacy-focused instructional program that integrates reading, writing, speaking, and listening skills. It provides thematic units and engaging literature selections that build foundational literacy skills and encourage language development, vocabulary acquisition, and comprehension through interactive activities.
- **Waterford Early Learning**
  Waterford is a research-based, technology-driven program used to supplement classroom instruction. It offers personalized, adaptive learning activities in literacy and math that reinforce skills through interactive, gamified lessons. This tool supports differentiated instruction and allows for individualized pacing and targeted intervention.

Together, these materials create a rich, engaging, and developmentally appropriate learning environment that supports all aspects of early childhood development and ensures our students are well-prepared for their next educational steps.

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.**

- **Targeted Instruction:**
  - Students identified with a substantial deficiency receive targeted, explicit, and systematic instruction focused on foundational literacy skills.
  - Instruction typically includes phonological awareness, letter knowledge, vocabulary development, and concepts of print.
  - The goal is to address the specific areas where the student is struggling, providing intensive support to build early literacy proficiency.
- **Small Group or Individualized Support:**
  - Interventions are often delivered in small groups or on an individual basis to ensure focused attention and personalized instruction.
  - Teachers use data from progress monitoring to tailor the intervention to the student's needs.
- **Use of Evidence-Based Strategies:**
  - The interventions employ evidence-based literacy strategies and practices shown to be effective for early learners.
  - Examples include multisensory approaches, repeated reading, explicit phonics instruction, and interactive read-alouds.
- **Progress Monitoring:**
  - Frequent monitoring of the student's progress is conducted to evaluate the effectiveness of the intervention.
  - Data collected informs instructional adjustments and determines if the student requires additional or different support.
- **Family Engagement:**
  - Parents and families are engaged in the intervention process, receiving guidance on ways to support literacy development at home.
  - Communication with families includes sharing progress and providing resources or activities to reinforce learning.
- **Transition Planning:**
  - As students exit VPK and enter kindergarten, schools coordinate to ensure continuity of literacy support via programs such as Summer Bridge.
  - Early intervention plans and data are shared with kindergarten teachers to facilitate ongoing support.

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment

data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.

- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. **Grades VPK-5 Assessments**

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

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.

District Assessments				
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?**
Waterford Assessment of Core Skills (WACS)	☒ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Progress Learning	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☒ Annually ☒ As Needed ☐ Other
IXL	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☒ Annually ☒ As Needed ☐ Other

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

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

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

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

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

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

- **Universal Screening**
  - All students are assessed at least three times per year (fall, winter, and spring) using universal screening tools (STAR and FAST). These screenings identify students who may be at risk for not meeting grade-level benchmarks in reading.
- **Data Analysis and Team Review**
  - A school-based MTSS team—including teachers, interventionists, specialists, and administrators—reviews screening data. They use cut scores and established criteria to identify students performing below grade-level expectations.
- **Diagnostic Assessment**
  - For students flagged by universal screeners, additional diagnostic assessments are administered to pinpoint specific areas of need and guide intervention planning.

Tier	Grade Levels	FAST PM1 % Range	Support Provided
Tier 1	K, 1, 2, 3	≥ 50th percentile	Core instruction with differentiation as needed
Tier 2	K, 1, 2, 3	11th – 49th percentile	Targeted small-group intervention; progress monitored every 2–3 weeks
Tier 3	K, 1, 2	≤ 10th percentile	

Tier 3	3	≤ 20th percentile	Intensive intervention; dyslexia screening; biweekly progress monitoring

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

- **Universal Screening**
  - All students are assessed at least three times per year (fall, winter, and spring) using universal screening tools (STAR and FAST). These screenings identify students who may be at risk for not meeting grade-level benchmarks in reading.
- **Data Analysis and Team Review**
  - A school-based MTSS team—including teachers, interventionists, specialists, and administrators—reviews screening data. They use cut scores and established criteria to identify students performing below grade-level expectations.
- **Diagnostic Assessment**
  - For students flagged by universal screeners, additional diagnostic assessments are administered to pinpoint specific areas of need and guide intervention planning.

Tier	Grade Levels	FAST PM1 % Range	Support Provided
Tier 1	4, 5	Level 3 or higher - ≥ 50th percentile	Universal core instruction with differentiation
Tier 2	4, 5	Level 2 11th – 50th percentile	Targeted small-group or supplemental instruction
Tier 3	4, 5	Level 1 - ≤ 10th percentile	Intensive intervention; progress monitoring; dyslexia screening if in grades 3–5 and below Level 3

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.

All students labeled as having a Substantial Reading Deficiency will be screened for Dyslexia.
1. Initial Screening (Progress Monitoring 1 – PM1)
- All K–3 students participate in the *Florida Assessment of Student Thinking (FAST)* PM1 for ELA within the first 30 instructional days of the school year.
- **Grades K–2** Students scoring at or **below the 10th percentile (≤ 10 PR**) on the PM1 universal screener are **identified as having characteristics of dyslexia** and must receive Tier 3 interventions, including structured literacy and multisensory instruction
- **Grade 3** Students scoring at or **below the 20th percentile (≤ 20 PR**) on FAST PM1 are identified as having characteristics of dyslexia and referred immediately for Tier 3 interventions

> When students in K-3 fall below the above-mentioned thresholds the district will conduct additional, more targeted screening to further assess the student's needs using the Renaissance Learning primary dyslexia screening solution: Star CBM Reading. This program offers Rapid Automatized Naming (RAN) assessments, which are widely recognized for identifying students at risk for dyslexia.

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.

- **Identification of Characteristics:** If a student is identified as exhibiting characteristics of dyslexia through this initial screening, the district will conduct additional, more targeted screening to further assess the student's needs using the Renaissance Learning primary dyslexia screening solution: **Star CBM Reading**. This program offers Rapid Automatized Naming (RAN) assessments, which are widely recognized for identifying students at risk for dyslexia.
- **Parental Notification:** Upon identification, parents must be notified in writing and consulted in developing a comprehensive plan to address the student's reading deficiencies.
- **Intervention:** Students identified with characteristics of dyslexia must receive immediate, intensive, explicit, systematic, and multisensory reading interventions. These interventions should be grounded in the science of reading and tailored to address the specific areas of difficulty.

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

1. Universal Screening & Benchmarking

- Beginning, middle, and end-of-year universal screeners in reading including but not limited to FL FAST Testing.
- Results are uploaded to data systems like Branching Minds and monitored.

2. Data Analysis & Problem-Solving

- MTSS leadership teams review the screening data monthly or quarterly to look for trends or groups underperforming
- They follow a multi-step problem-solving cycle:
    1. Identify the issue
    2. Examine causes
    3. Implement adjustments/differentiation in core instruction
    4. Monitor effectiveness and repeat as needed

3. Fidelity Checks for Instruction

- Schools use fidelity tools to ensure the Tier 1 curriculum is being delivered as intended—this includes observation walkthroughs, checklists, and structured PLC or Tier 1 team reviews
- Administrators (principals, instructional coaches, district staff) conduct both formal and informal observations and walkthroughs to verify alignment with research-based instructional practices.

4. Progress Monitoring & Growth Metrics

- Knowledge of whether Tier 1 instruction is effective comes from metrics like:
    o The percentage of students remaining on-grade-level year-to-year
    o Value-added models (VAM) or other student growth data used in teacher evaluations.

- Schools compare current performance data (grades, screenings) against targets in their School Improvement Plan (SIP) and alignment with MTSS & SIP guides and plans, which are revisited several times a year.

5. Leadership Team Oversight & Capacity Building

- The MTSS/Tier 1 leadership team (including admin, coaches, special services staff) meets regularly—at least monthly—to:
  - Review implementation data and progress
  - Adjust systems and supports for Tier 1 instruction
  - Provide ongoing professional development and coaching to teachers

6. Decision Rules & Tier Movement

- Clear decision rules are established: if students are below benchmark (scoring less than 50% on PM1) after core adjustments, they may receive Tier 2 support; continued struggle prompts Tier 3 or special education referral.
- Movement between tiers is based on regular progress monitoring — usually every 4–6 weeks

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

1. Progress Monitoring of Targeted Skills

- Students receiving Tier 2 interventions are progress monitored regularly, typically every 2 to 3 weeks, using specific skill-based assessments aligned to the interventions.
- Tools often include STAR, Waterford, Progress Learning, and IXL that track growth on targeted academic skills.

2. Data Analysis & Review Meetings

- School-based MTSS Teams meet approximately every 4–6 weeks to:
  - Analyze student progress monitoring data
  - Compare student outcomes against benchmarks
  - Make decisions about continuing, modifying, intensifying, or exiting Tier 2 interventions

3. Intervention Fidelity Checks

- The fidelity of Tier 2 instruction is monitored through:
  - Fidelity checklists completed by interventionists or observers
  - Walkthroughs or observations conducted by instructional coaches or MTSS team members
  - Ensuring interventions are delivered as designed, with the correct frequency, duration, and group size

4. Documentation in MTSS Systems

- Schools document Tier 2 interventions and progress in data platforms such as:
  - Branching Minds
  - Intervention logs noting dates, duration, materials used, and student response
- This documentation supports decision-making and ensures continuity of support.

5. Professional Collaboration and Coaching

- Teachers and interventionists receive support and training to ensure they understand how to:
    - Select appropriate Tier 2 strategies
    - Implement them with fidelity
    - Use data to inform instructional adjustments

6. Decision Rules and Movement Between Tiers

- Clear decision rules are in place:
    - If a student is not responding (meeting grade level expectations) to Tier 2 interventions after a designated time (usually 6–9 data points), they may be considered for Tier 3 support.
    - If sufficient progress is made (student scores reflect on grade level achievement), the student may return to Tier 1 support only.

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

1. Frequent Progress Monitoring

- Tier 3 students are monitored using high-frequency (weekly or biweekly) progress monitoring tools that measure specific, individualized skill deficits in areas such as reading.
- Tools used may include:
    - Curriculum-Based Measures (CBMs)
    - Diagnostic assessments
    - FAST, STAR, Progress Learning, Waterford, IXL
- These data points are used to evaluate rate of improvement over time compared to expected growth trajectories. Students in Tier 3 are attempting to earn a growth of 21 points between PM1 and PM3. The MTSS Team will be looking for steady growth, achievement and improvement on all progress monitoring tools.

2. Problem-Solving Team Reviews

- A **school-based MTSS Problem-Solving Team** (including administrators, teachers, intervention specialists, psychologists, and other support staff) meets **every 4–6 weeks** to:
    - Review student progress data
    - Determine the effectiveness of current interventions
    - Adjust intensity, duration, frequency, or instructional strategies as needed

3. Intervention Fidelity Monitoring

- Tier 3 effectiveness relies heavily on intervention fidelity—ensuring the intervention is being implemented exactly as designed.
- Fidelity is monitored through:
    - Direct observations
    - Fidelity checklists and logs
    - Implementation coaching or modeling by support staff or coaches
- Fidelity is often documented and reviewed alongside student data to ensure accurate interpretation of progress.

4. Individualized Instructional Plans

- Tier 3 instruction is tailored to individual student needs, often with one-on-one or very small group instruction.
- Schools use MTSS documentation forms to detail:
  - Target skills
  - Intervention strategies and materials
  - Frequency and duration of sessions
  - Assigned interventionist

5. Comprehensive Documentation

- Detailed records are kept of:
  - Intervention types and schedules
  - Student progress data
  - Meeting notes and decisions from MTSS team reviews
- Documentation is often required if referral for special education evaluation is being considered.

6. Decision-Making Rules

- If a student shows minimal or no progress despite high-fidelity, intensive interventions over time… Progress Monitoring Data over 12–15 weeks shows:
  - Flat or negative growth trend (e.g., slope ≤ 0.1 on curriculum-based measures), or
  - Performance remains below the 10th percentile nationally despite intervention, or
  - Fewer than 3 points of growth on a scale score (e.g., FAST) from PM1 to PM2 or PM2 to PM3, or
  - Less than 0.5 grade-level equivalent gain during a full semester of Tier 3 intervention
- The team may refer the student for a comprehensive evaluation to determine eligibility for Exceptional Student Education (ESE) services.
- If significant progress is made, the student may be transitioned to Tier 2 or Tier 1 with continued monitoring.

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)
- If overall performance on the FAST - ELA in Grades K-5 is equivalent to Level 3 and above.

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
- Assessment Data
  - District Common Assessments – 80% or higher
  - FAST - STAR in Grades K-2 – Level 3 or higher
  - FAST ELA in grades 3-5 - Level 3 or higher
- Item analysis of PLC common assessment data, guided by district ELA framework expectations, is used to determine that Tier 1 is sufficient for at least 80% of students

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
- Conduct weekly meetings to plan standards-based Tier 1 instruction.

- Analyze student data from the weekly/bi-weekly formative assessments. Identify areas of opportunity to reteach/remediate/or enrich.
- Plan for small group differentiated activities that work on standards-based skills to meet student needs.
- If the data reveals that most of the class did not master the skills taught, the teacher provides re-teaching opportunities in whole group and/or small group.

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

Name of Program	Year of Program Adoption
K-2 HMH Into Reading	2021
3-5 Benchmark Advance by Benchmark Education	2021

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

Winter and Spring administrations of state FAST progress monitoring will be given to the appropriate grade levels in PreK-5. Data collected from progress monitoring, as well as ELA unit assessment data using district ELA framework expectation will be used to prompt the addition of Tier 2 interventions during the school year for students that are not making adequate progress on grade level expectations.

Winter and Spring administrations of the state FAST progress monitoring assessment will be administered to the appropriate grade levels in PreK–5. Students scoring below the 40th percentile on FAST PM2 or PM3, or receiving an Achievement Level of 1 or 2, will be flagged for review. In addition, students demonstrating less than 10 points of growth between assessment windows or maintaining a flat or negative growth slope on biweekly progress monitoring measures will be considered for Tier 2 support.
District ELA unit assessment data, aligned to the ELA Framework Expectations, will be evaluated in tandem. Students consistently scoring below 70% on unit assessments or failing to meet two or more ELA benchmarks in a grading period will also be recommended for Tier 2 interventions. These quantifiable data points, alongside teacher input and observational data, will inform the MTSS team's decision-making to ensure timely and appropriate academic support is provided.

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.)
- Previous school year PM3 score of Level 1 and/or
- If overall performance on the FAST - ELA in Grades K-5 is equivalent to Level 2 or below and/or
- ELA Unit Assessments - Scores below **70%** on more than one ELA standards-based unit assessment and/or
- Teacher Referral/Observation - Evidence of difficulties with decoding, fluency, or comprehension in class and/or

Number of times per week interventions are provided:
- 4-5 days per week as determined by the intervention

Number of minutes per intervention session:
- 15-20 minutes per day as determined by the intervention

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)
HMH Into Reading	Moderate Evidence	
Progress Learning	Promising Evidence	
IXL		IXL 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 • Recommendation 1 ○ Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. ○ Level of Evidence: Moderate • Recommendation 2 ○ Develop awareness of the segments of sounds in speech and how they link to letters. ○ Level of Evidence: Strong • Recommendation 3 ○ Teach students to decode words, analyze word parts, and write and recognize words. ○ Level of Evidence: Strong • Recommendation 4 ○ Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. ○ Level of Evidence: Moderate The district will support and monitor implementation of the IXL program through the following actions: Support Structures • Assign school-based Digital Learning Coaches or Interventionists to lead implementation. • Provide initial and ongoing training for educators on how to interpret IXL diagnostic and skill analytics. • Align IXL use with MTSS intervention tiers (e.g., assign skill plans for Tier 2 and Tier 3 based on FAST data). • Include IXL in grade-level team planning to ensure use aligns with district pacing guides and instructional goals. Monitoring Implementation

		• Collect and review IXL usage reports at regular intervals (e.g., monthly by principals and coaches).
		• Track student progress on diagnostic growth, skill completion, and proficiency rates.
		• Conduct data chats using IXL Analytics and FAST assessment data.
		• Require teachers to set goals or skill targets within IXL.

Indicate the evidence-based programs and/or practices implemented for students with a disability,

Name of Program	ESSA Evidence Level	Verbiage
95 Phonics Lesson Library Teacher Led Small Group	Moderate Evidence	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage
Imagine Language and Literacy Teacher Led Small Group	Promising Evidence	

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

95 Percent Group Lesson Library

- Features: Explicit instruction in phoneme-grapheme relationships with visual/tactile/kinesthetic integration
- Materials: Letter tiles, dry-erase writing, oral reading routines

Incorporation of following key multisensory techniques integrated in with all programs used district wide

- Auditory - Segmenting, blending, rhyming, sound dictation
- Visual - Letter tiles, color-coded sounds, orthographic mapping
- Kinesthetic - Air writing, sky writing, arm tapping, body movement for decoding
- Tactile - Sand trays, finger tracing on textured surfaces, manipulatives

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

Tier	FAST PM % Range	Support Provided
Tier 1	Level 3 or higher - ≥ 50th percentile	Universal core instruction with differentiation

Tier 2	Level 2 11th – 50th percentile	Targeted small-group or supplemental instruction	
Tier 3	Level 1 - ≤ 10th percentile	Intensive intervention; progress monitoring	

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:

- K-2 FAST score below 10th percentile on beginning of year testing and/or
- 3-5 FAST score below the 20th percentile on beginning of year testing and/or
- Ending of the previous school year as a Level 1 and/or
- Any student who has been retained must receive Tier 3 intervention in addition to Tier 2 interventions

Number of times per week interventions are provided:
- 4-5 days per week determined by the intervention

Number of minutes per intervention session:
- 30 minutes per day determined by the intervention

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)**
95 Phonics Lesson Library Teacher Led Small Group	Strong Evidence	

Students with Disabilities

Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
95 Phonics Lesson Library Teacher Led Small Group	Strong Evidence	

English Language Learners

Name of Program	**ESSA Evidence Level**	
Imagine Language and Literacy Teacher Led Small Group	Promising Evidence	

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

95 Percent Group Lesson Library

- Features: Explicit instruction in phoneme-grapheme relationships with visual/tactile/kinesthetic integration

- Materials: Letter tiles, dry-erase writing, oral reading routines

Incorporation of following key multisensory techniques integrated in with all programs used district wide

- Auditory - Segmenting, blending, rhyming, sound dictation
- Visual - Letter tiles, color-coded sounds, orthographic mapping
- Kinesthetic - Air writing, sky writing, arm tapping, body movement for decoding
- Tactile - Sand trays, finger tracing on textured surfaces, manipulatives

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

Create a targeted plan based on root cause and evidence-based interventions.

Develop a Tier 3 Intervention Plan with:

Specific goals

Evidence-based program

Delivery schedule

Person responsible (certified/intervention teacher)

Fidelity protocols are established:

Staff training

Intervention scripts or manuals

Coaching or fidelity checklists

Progress Monitoring

Weekly or bi-weekly progress monitoring assessments

Targeted to the skill being taught (e.g., phonemic awareness, decoding)

Data graphed and compared to growth norms or goal lines.

If progress is insufficient after 4–6 weeks:

Intensify the intervention (e.g., more time, smaller group)

Consider alternate interventions or adjust plan

Data-Based Decision-Making & Problem-Solving Team Meetings

Teams meet every 4–6 weeks to review data:

Is the student making adequate progress?
Is the intervention being delivered with fidelity?
Do we need to change the approach, frequency, or setting?
If multiple, high-fidelity interventions fail, referral for psychoeducational evaluation may be made to consider special education eligibility (e.g., SLD, speech/language, or behavioral services).

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: During the month of June 2026 one campus will host Summer Reading Camps for all district students identified as substantially deficient in reading.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Teachers will instruct using Benchmark Advance materials supplemented with various other evidence-based programs to keep students engaged. Instructional materials will be used to address deficient foundational standards. The selected programs are in distinct alignment to the B.E.S.T. ELA Standards, Science of Reading Components, appropriate ESSA levels of evidence, and needs of the target population.
Alternative Assessment Used: FAST ELA, STAR, SAT-10
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? ☐Yes ☒No
If yes, please describe the grade level(s) that will be invited to participate.

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	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 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?
Progress Learning	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☒ Annually ☒ As Needed ☐ Other
Lexia PowerUp	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☒ All Students ☐ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☒ Annually ☒ As Needed ☐ Other

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

- **Universal Screening**
  - All students are assessed at least three times per year (fall, winter, and spring) using universal screening tools (STAR and FAST). These screenings identify students who may be at risk for not meeting grade-level benchmarks in reading.
- **Data Analysis and Team Review**
  - A school-based MTSS team—including teachers, interventionists, specialists, and administrators—reviews screening data. They use cut scores and established criteria to identify students performing below grade-level expectations.
- **Diagnostic Assessment**

- For students flagged by universal screeners, additional diagnostic assessments are administered to pinpoint specific areas of need and guide intervention planning

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

1. Universal Screening & Benchmarking

- Beginning, middle, and end-of-year universal screeners in reading including but not limited to FL FAST Testing.
- Results are uploaded to data systems like Branching Minds and monitored.

2. Data Analysis & Problem-Solving

- MTSS leadership teams review the screening data monthly or quarterly to look for trends or groups underperforming
- They follow a multi-step problem-solving cycle:
    1. Identify the issue
    2. Examine causes
    3. Implement adjustments/differentiation in core instruction
    4. Monitor effectiveness and repeat as needed

3. Fidelity Checks for Instruction

- Schools use fidelity tools to ensure the Tier 1 curriculum is being delivered as intended—this includes observation walkthroughs, checklists, and structured PLC or Tier 1 team reviews
- Administrators (principals, instructional coaches, district staff) conduct both formal and informal observations and walkthroughs to verify alignment with research-based instructional practices.

4. Progress Monitoring & Growth Metrics

- Knowledge of whether Tier 1 instruction is effective comes from metrics like:
    o The percentage of students remaining on-grade-level year-to-year
    o Value-added models (VAM) or other student growth data used in teacher evaluations.
- Schools compare current performance data (grades, screenings) against targets in their School Improvement Plan (SIP) and alignment with MTSS & SIP guides and plans, which are revisited several times a year.

5. Leadership Team Oversight & Capacity Building

- The MTSS/Tier 1 leadership team (including admin, coaches, special services staff) meets regularly—at least monthly—to:
    o Review implementation data and progress
    o Adjust systems and supports for Tier 1 instruction
    o Provide ongoing professional development and coaching to teachers

6. Decision Rules & Tier Movement

- Clear decision rules are established: if students are below benchmark after core adjustments, they may receive Tier 2 support; continued struggle prompts Tier 3 or special education referral.
- Movement between tiers is based on regular progress monitoring — usually every 4–6 weeks.

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

1. Progress Monitoring of Targeted Skills

- Students receiving Tier 2 interventions are progress monitored regularly, typically every 2 to 3 weeks, using specific skill-based assessments aligned to the interventions.
- Tools often include STAR, Lexia PowerUp and Progress Learning that track growth on targeted academic skills.

2. Data Analysis & Review Meetings

- School-based MTSS Teams meet approximately every 4–6 weeks to:
  - Analyze student progress monitoring data
  - Compare student outcomes against benchmarks or expected rates of improvement
  - Make decisions about continuing, modifying, intensifying, or exiting Tier 2 interventions

3. Intervention Fidelity Checks

- The fidelity of Tier 2 instruction is monitored through:
  - Fidelity checklists completed by interventionists or observers
  - Walkthroughs or observations conducted by instructional coaches or MTSS team members
  - Ensuring interventions are delivered as designed, with the correct frequency, duration, and group size

4. Documentation in MTSS Systems

- Schools document Tier 2 interventions and progress in data platforms such as:
  - Branching Minds
  - Intervention logs noting dates, duration, materials used, and student response
- This documentation supports decision-making and ensures continuity of support.

5. Professional Collaboration and Coaching

- Teachers and interventionists receive support and training to ensure they understand how to:
  - Select appropriate Tier 2 strategies
  - Implement them with fidelity
  - Use data to inform instructional adjustments

6. Decision Rules and Movement Between Tiers

- Clear decision rules are in place:
  - If a student is not responding to Tier 2 interventions after a designated time (usually 6–9 data points), they may be considered for Tier 3 support.
  - If sufficient progress is made, the student may return to Tier 1 support only.

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

1. Frequent Progress Monitoring

- Tier 3 students are monitored using high-frequency (weekly or biweekly) progress monitoring tools that measure specific, individualized skill deficits in areas such as reading.
- Tools used may include:

- o Curriculum-Based Measures (CBMs)
- o Diagnostic assessments
- o FAST, STAR, Lexia PowerUp, Progress Learning
- These data points are used to evaluate rate of improvement over time compared to expected growth trajectories.

2. Problem-Solving Team Reviews

- A **school-based MTSS Problem-Solving Team** (including administrators, teachers, intervention specialists, psychologists, and other support staff) meets **every 4–6 weeks** to:
  - o Review student progress data
  - o Determine the effectiveness of current interventions
  - o Adjust intensity, duration, frequency, or instructional strategies as needed

3. Intervention Fidelity Monitoring

- Tier 3 effectiveness relies heavily on intervention fidelity—ensuring the intervention is being implemented exactly as designed.
- Fidelity is monitored through:
  - o Direct observations
  - o Fidelity checklists and logs
  - o Implementation coaching or modeling by support staff or coaches
- Fidelity is often documented and reviewed alongside student data to ensure accurate interpretation of progress.

4. Individualized Instructional Plans

- Tier 3 instruction is tailored to individual student needs, often with one-on-one or very small group instruction.
- Schools use MTSS documentation forms to detail:
  - o Target skills
  - o Intervention strategies and materials
  - o Frequency and duration of sessions
  - o Assigned interventionist

5. Comprehensive Documentation

- Detailed records are kept of:
  - o Intervention types and schedules
  - o Student progress data
  - o Meeting notes and decisions from MTSS team reviews
- Documentation is often required if referral for special education evaluation is being considered.

6. Decision-Making Rules

- If a student shows minimal or no progress despite high-fidelity, intensive interventions over time:
  - o The team may refer the student for a comprehensive evaluation to determine eligibility for Exceptional Student Education (ESE) services.
  - o If significant progress is made, the student may be transitioned to Tier 2 or Tier 1 with continued monitoring.

Grades 6-8 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)
- If overall performance on the FAST - ELA in Grades 6-8 is equivalent to Level 3 and above and/or
- Previous school year PM3 score of Level 3 and/or
- ELA Unit Assessments - Scores above **70%** on more than one ELA standards-based unit assessment and/or

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
- Assessment Data
  - District Common Assessments scoring 70% and above
  - FAST ELA in grades 6-8 Level 3 and above

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
- Conduct weekly meetings to plan standards-based Tier 1 instruction.
- Analyze student data from the weekly/bi-weekly formative assessments. Identify areas of opportunity to reteach/remediate/or enrich.
- Plan for small group differentiated activities that work on standards-based skills to meet student needs.
- If the data reveals that most of the class did not master the skills taught, the teacher provides re-teaching opportunities in whole group and/or small group.

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

Name of Program	**Year of Program Adoption**
Study Sync	**2021**

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Winter and Spring administrations of state FAST progress monitoring will be given to the appropriate grade levels in 6-8. Data collected from progress monitoring, as well as ELA unit assessment data using district ELA framework expectation will be used to prompt the addition of Tier 2 interventions during the school year for students that are not making adequate progress on grade level expectations. Students scoring a Level 2 or below on FAST progress monitoring and/or less than 70% on ELA unit assessments will be moved to Tier 2 interventions.

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
- Previous school year PM3 score of Level 1 and/or
- If overall performance on the FAST - ELA in Grades K-5 is equivalent to Level 2 or below and/or
- ELA Unit Assessments - Scores below **70%** on more than one ELA standards-based unit assessment and/or
- Teacher Referral/Observation - Evidence of difficulties with decoding, fluency, or comprehension in class and/or

Number of times per week interventions are provided:
- 5 Days Per Week

Number of minutes per intervention session:
- 60 Minutes Per Day

Course(s) where interventions take place:
- Reading/ELA
- Intensive Reading
- English

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher Led Small Group	Promising Evidence	

with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher Led Small Group	Promising Evidence	

English Language Learners | | |

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy Teacher Led Small Group	Promising Evidence	

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

Tier	FAST PM % Range	Support Provided
Tier 1	Level 3 or higher - ≥ 50th percentile	Universal core instruction with differentiation
Tier 2	Level 2 11th – 50th percentile	Targeted small-group or supplemental instruction
Tier 3	Level 1 - ≤ 10th percentile	Intensive intervention; progress monitoring

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:
- Students in grades 6-8 who scored a Level 1 FAST ELA during the previous school year and/or Students more than two years below grade level based on FAST ELA Data

Number of times per week interventions are provided:
- 5 days per week as determined by the intervention.

Number of minutes per intervention session:
- 60 minutes per day as determined by the intervention.

Course(s) where interventions take place:
- Reading/ELA

• Intensive Reading	
• English	

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		Verbiage (as needed)
Lexia PowerUp Teacher Led Small Group	Strong Evidence	

with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	Evidence	Verbiage (as needed)
Lexia PowerUp Teacher Led Small Group	Strong Evidence	

English Language Learners

Name of Program	Evidence	Verbiage (as needed)
Language and Literacy Teacher Led Small Group	Promising Evidence	

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

Create a targeted plan based on root cause and evidence-based interventions.

- Develop a Tier 3 Intervention Plan with:
  - Specific goals
  - Evidence-based program
  - Delivery schedule
  - Person responsible (certified/intervention teacher)
- Fidelity protocols are established:
  - Staff training
  - Intervention scripts or manuals
  - Coaching or fidelity checklists

Progress Monitoring

- Weekly or bi-weekly progress monitoring assessments
  - Targeted to the skill being taught (e.g., phonemic awareness, decoding)
- Data graphed and compared to growth norms or goal lines.
- If progress is insufficient after 4–6 weeks:
  - Intensify the intervention (e.g., more time, smaller group)
  - Consider alternate interventions or adjust plan

Tier 3 Intervention: Indicators of Insufficient Progress

Indicator	Insufficient Progress Definition
Growth Rate	Less than 50% of expected rate
Data Points	4–6 points below aim line or flat
Timeframe	Little/no growth in 4–6 weeks

Benchmark Proximity	Not on track to close gap in 12–18 weeks
Response to Intensification	No change after increased time/support
Skill Transfer	Cannot apply skills to classwork or assessments

N Data-Based Decision-Making & Problem-Solving Team Meetings

- Teams meet every 4–6 weeks to review data:
    - Is the student making adequate progress?
    - Is the intervention being delivered with fidelity?
    - Do we need to change the approach, frequency, or setting?

If multiple, high-fidelity interventions fail, referral for psychoeducational evaluation may be made to consider special education eligibility (e.g., SLD, speech/language, or behavioral services).

<div style="background-color:teal;text-align:center;font-weight:bold">Grades 9-12</div>

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	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 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?**
Lexia PowerUP	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☒ As Needed ☐ Other
Progress Learning	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☒ As Needed ☐ Other

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

- **Universal Screening**
    - All students are assessed at least three times per year (fall, winter, and spring) using universal screening tools (STAR and FAST). These screenings identify students who may be at risk for not meeting grade-level benchmarks in reading.
- **Data Analysis and Team Review**
    - A school-based MTSS team—including teachers, interventionists, specialists, and administrators—reviews screening data. They use cut scores and established criteria to identify students performing below grade-level expectations.
- **Diagnostic Assessment**
    - For students flagged by universal screeners, additional diagnostic assessments are administered to pinpoint specific areas of need and guide intervention planning.

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

1. Universal Screening & Benchmarking

- Beginning, middle, and end-of-year universal screeners in reading including but not limited to FL FAST Testing.
- Results are uploaded to data systems like Branching Minds and monitored.

2. Data Analysis & Problem-Solving

- MTSS leadership teams review the screening data monthly or quarterly to look for trends or groups underperforming
- They follow a multi-step problem-solving cycle:
    1. Identify the issue
    2. Examine causes
    3. Implement adjustments/differentiation in core instruction
    4. Monitor effectiveness and repeat as needed

3. Fidelity Checks for Instruction

- Schools use fidelity tools to ensure the Tier 1 curriculum is being delivered as intended—this includes observation walkthroughs, checklists, and structured PLC or Tier 1 team reviews
- Administrators (principals, instructional coaches, district staff) conduct both formal and informal observations and walkthroughs to verify alignment with research-based instructional practices.

4. Progress Monitoring & Growth Metrics

- Knowledge of whether Tier 1 instruction is effective comes from metrics like:
    - The percentage of students remaining on-grade-level year-to-year
    - Value-added models (VAM) or other student growth data used in teacher evaluations.
- Schools compare current performance data (grades, screenings) against targets in their School Improvement Plan (SIP) and alignment with MTSS & SIP guides and plans, which are revisited several times a year.

5. Leadership Team Oversight & Capacity Building

- The MTSS/Tier 1 leadership team (including admin, coaches, special services staff) meets regularly—at least monthly—to:
    - Review implementation data and progress
    - Adjust systems and supports for Tier 1 instruction
    - Provide ongoing professional development and coaching to teachers

6. Decision Rules & Tier Movement

- Clear decision rules are established: if students are below benchmark after core adjustments, they may receive Tier 2 support; continued struggle prompts Tier 3 or special education referral.
- Movement between tiers is based on regular progress monitoring — usually every 4–6 weeks

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

Progress Monitoring of Targeted Skills

- Students receiving Tier 2 interventions are progress monitored regularly, typically every 2 to 3 weeks, using specific skill-based assessments aligned to the interventions.
- Tools often include FAST, Lexia PowerUp, and/or Progress Learning that track growth on targeted academic skills.

2. Data Analysis & Review Meetings

- School-based MTSS Teams meet approximately every 4–6 weeks to:
    - Analyze student progress monitoring data
    - Compare student outcomes against benchmarks or expected rates of improvement
    - Make decisions about continuing, modifying, intensifying, or exiting Tier 2 interventions

3. Intervention Fidelity Checks

- The fidelity of Tier 2 instruction is monitored through:
    - Fidelity checklists completed by interventionists or observers
    - Walkthroughs or observations conducted by instructional coaches or MTSS team members
    - Ensuring interventions are delivered as designed, with the correct frequency, duration, and group size

4. Documentation in MTSS Systems

- Schools document Tier 2 interventions and progress in data platforms such as:
    - Branching Minds
    - Intervention logs noting dates, duration, materials used, and student response
- This documentation supports decision-making and ensures continuity of support.

5. Professional Collaboration and Coaching

- Teachers and interventionists receive support and training to ensure they understand how to:
    - Select appropriate Tier 2 strategies
    - Implement them with fidelity

o   Use data to inform instructional adjustments

6. Decision Rules and Movement Between Tiers

- Clear decision rules are in place:
    o   If a student is not responding to Tier 2 interventions after a designated time (usually 6–9 data points), they may be considered for Tier 3 support.
    o   If sufficient progress is made, the student may return to Tier 1 support only.

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

1. Frequent Progress Monitoring

- Tier 3 students are monitored using high-frequency (weekly or biweekly) progress monitoring tools that measure specific, individualized skill deficits in areas such as reading.
- Tools used may include:
    o   Curriculum-Based Measures (CBMs)
    o   Diagnostic assessments
    o   FAST, Lexia PowerUp, Progress Learning
- These data points are used to evaluate rate of improvement over time compared to expected growth trajectories.

2. Problem-Solving Team Reviews

- A **school-based MTSS Problem-Solving Team** (including administrators, teachers, intervention specialists, psychologists, and other support staff) meets **every 4–6 weeks** to:
    o   Review student progress data
    o   Determine the effectiveness of current interventions
    o   Adjust intensity, duration, frequency, or instructional strategies as needed

3. Intervention Fidelity Monitoring

- Tier 3 effectiveness relies heavily on intervention fidelity—ensuring the intervention is being implemented exactly as designed.
- Fidelity is monitored through:
    o   Direct observations
    o   Fidelity checklists and logs
    o   Implementation coaching or modeling by support staff or coaches
- Fidelity is often documented and reviewed alongside student data to ensure accurate interpretation of progress.

4. Individualized Instructional Plans

- Tier 3 instruction is tailored to individual student needs, often with one-on-one or very small group instruction.
- Schools use MTSS documentation forms to detail:
    o   Target skills
    o   Intervention strategies and materials
    o   Frequency and duration of sessions
    o   Assigned interventionist

5. Comprehensive Documentation

- Detailed records are kept of:
    - Intervention types and schedules
    - Student progress data
    - Meeting notes and decisions from MTSS team reviews
- Documentation is often required if referral for special education evaluation is being considered.

6. Decision-Making Rules

- If a student shows minimal or no progress despite high-fidelity, intensive interventions over time:
    - The team may refer the student for a comprehensive evaluation to determine eligibility for Exceptional Student Education (ESE) services.
    - If significant progress is made, the student may be transitioned to Tier 2 or Tier 1 with continued monitoring.

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

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
- Prior state assessment (FSA) or FAST ELA equivalent performance level of 3 or higher and/or
- Or an equivalent ELA concordant score from the
    - SAT – 490 and/or
    - ACT – 18 and/or
    - CLT - 39

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

- FAST ELA (Grade 10):
  At least 80% of students score Level 3 or above (proficient or higher).

2. Course Grades

- ELA Academic Courses:
  At least 80% of students earn a grade of "C" or better in core classes.

3. Progress Monitoring

- On district or classroom-based progress monitoring tools (e.g., Study Sync, IXL, Progress Learning), 80% of students meet or exceed expected benchmarks.

Name of Program	Year of Program Adoption
Study Sync	2021

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

Tier	FAST PM % Range	Support Provided
Tier 1	Level 3 or higher - ≥ 50th percentile	Universal core instruction with differentiation
Tier 2	Level 2 11th – 50th percentile	Targeted small-group or supplemental instruction
Tier 3	Level 1 - ≤ 10th percentile	Intensive intervention; progress monitoring

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
*9-10th
- FAST ELA current year initial progress monitoring and/or
- Previous year FAST ELA with an overall reading Achievement Level 1 or 2 and/or
- ELA District Assessment of 70% and below and/or

*11-12th
- Previous FAST overall Achievement Level 1 or 2 and/or
- ELA District Assessment of 70% and below and/or

Number of times per week interventions are provided:
- 5 times a week

Number of minutes per intervention session:
- 60 minutes per day

Course(s) where interventions take place:
- Reading/ELA
- Intensive Reading
- English

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher Led Small Group	Promising	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher Led Small Group	Promising	

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy Teacher Led Small Group	Promising	

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

Tier	FAST PM % Range	Support Provided
Tier 1	Level 3 or higher - ≥ 50th percentile	Universal core instruction with differentiation
Tier 2	Level 2 11th – 50th percentile	Targeted small-group or supplemental instruction
Tier 3	Level 1 - ≤ 10th percentile	Intensive intervention; progress monitoring

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:

- Students in grades 9-12 who scored a Level 1 FAST ELA during the previous school year and/or
- Students more than two years below grade level based on FAST ELA Data

Number of times per week interventions are provided:
- 5 times a week

Number of minutes per intervention session:
- 60 minutes per day

Course(s) where interventions take place:
- Reading/ELA
- Intensive Reading
- English

Intensive, Individualized Instruction/Interventions

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher Led Small Group	Promising	

Indicate the evidence-based programs and/or practices implemented for students with a disability, as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher Led Small Group	Promising	.

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Imagine Language and Literacy Teacher Led Small Group	Promising Evidence	

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

Create a targeted plan based on root cause and evidence-based interventions.

- Develop a Tier 3 Intervention Plan with:
    - Specific goals
    - Evidence-based program
    - Delivery schedule
    - Person responsible (certified/intervention teacher)
- Fidelity protocols are established:
    - Staff training
    - Intervention scripts or manuals
    - Coaching or fidelity checklists

Progress Monitoring

- Weekly or bi-weekly progress monitoring assessments
    - Targeted to the skill being taught (e.g., phonemic awareness, decoding)
- Data graphed and compared to growth norms or goal lines.
- If progress is insufficient after 4–6 weeks:
    - Intensify the intervention (e.g., more time, smaller group)
    - Consider alternate interventions or adjust plan

Tier 3 Intervention: Indicators of Insufficient Progress

Indicator	Insufficient Progress Definition
Growth Rate	Less than 50% of expected rate
Data Points	4–6 points below aim line or flat
Timeframe	Little/no growth in 4–6 weeks
Benchmark Proximity	Not on track to close gap in 12–18 weeks
Response to Intensification	No change after increased time/support
Skill Transfer	Cannot apply skills to classwork or assessments

Data-Based Decision-Making & Problem-Solving Team Meetings

- Teams meet every 4–6 weeks to review data:
    - Is the student making adequate progress?
    - Is the intervention being delivered with fidelity?
    - Do we need to change the approach, frequency, or setting?

If multiple, high-fidelity interventions fail, referral for psychoeducational evaluation may be made to consider special education eligibility (e.g., SLD, speech/language, or behavioral services).

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
Progress Learning	All Staff Levels	Facilitate all staff members in integrating 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
Marzano	All Staff Levels	Applied Learning: • Utilize evidence from Planning Conference, Classroom Observation, and Reflection Conference to verify FEAPs indicators and provide feedback Deeper Learning: • Determine how FEAPs indicators are verified in each domain • Explain how FEAPs indicators can be verified Foundational Learning: • Understand how FEAPs indicators align with focus statements of specific elements • Identify the structure of Focused Teacher Evaluation Model • Recognize connections with common language: domain, element, protocol, focus statement, FEAPs indicator, desired effect
BEESS	All Staff Levels	District personnel provide opportunities to attend BEESS Independent courses (Reading Difficulties, Disabilities and Dyslexia and Structured Literacy through a Multi-Sensory

		Approach) and the BEESS facilitated Exploring Structured Literacy courses.
Beacon	All Staff Levels	Beacon Educator courses are also provided to our teachers with the outlined Reading and ESOL Endorsement add-on certification as an option.
Using Data to Plan Targeted Instruction	All Staff Levels	Interpret commonly-used Star scores • Review initial screening data and its implications for intervention and core instruction • Discuss how learning progressions can help when planning instruction • Understand how recommended skills for students are identified • Plan instruction using skill recommendations and resource

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.
To strengthen the capacity of instructional personnel and certified PreK teachers funded through the Florida Education Finance Program (FEFP), the district provides ongoing, targeted professional learning opportunities that support educators in earning certifications, credentials, endorsements, and advanced degrees in scientifically researched and evidence-based reading instruction.
Professional development is strategically aligned to Florida's Reading Endorsement Competencies and includes a combination of in-person training, virtual coursework, coaching, and collaborative learning communities. Teachers are encouraged and supported in completing the Florida Reading Endorsement through district-sponsored coursework of approved reading certifications. Additionally, educators are provided access to state-approved, evidence-based training modules and literacy academies that focus on the science of reading, early language development, and effective literacy practices for all learners, including English Language Learners and students with reading difficulties such as dyslexia. Through these intentional efforts, the district ensures that instructional staff are well-equipped to deliver high-quality, evidence-based reading instruction and are positioned for professional growth in the field of literacy education.

Differentiated Professional Learning
Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.
Professional learning for educators is intentionally differentiated and intensified based on student performance trends identified through progress monitoring data, such as results from the FAST assessments and local diagnostic tools. District and school-based leadership teams collaborate to analyze disaggregated data to identify patterns of need at the classroom, grade, and individual teacher level. Teachers whose students demonstrate limited growth or persistent reading challenges are provided with targeted professional development tailored to address the specific instructional gaps revealed by the data. This may include focused coaching cycles, modeling of high-impact literacy strategies, data chats, and the use of student work protocols. For educators demonstrating success with student reading outcomes, professional learning is extended to deepen instructional expertise, often through leadership roles such as mentoring, facilitating professional learning communities (PLCs), or participating in curriculum refinement efforts.

The intensity and content of support vary according. Teachers may engage in small-group or one-on-one coaching, participate in problem-solving sessions with literacy specialists, or receive additional training in interventions aligned with the science of reading. This data-driven approach ensures that professional learning is responsive, purposeful, and aligned to both educator and student needs, ultimately driving improved literacy outcomes across the district.

Mentor Teachers

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

Mentor teachers are identified through a combination of student achievement data, classroom observation ratings, demonstrated instructional expertise in literacy, and leadership qualities. Most often mentor teachers have completed a Clinical Educator Training which ensures that teacher is qualified to be a mentor. Priority is given to educators who consistently implement evidence-based reading practices aligned with the Florida B.E.S.T. Standards and demonstrate success in accelerating student learning, particularly among struggling readers. Once identified, mentor teachers are provided with ongoing professional development in adult learning strategies, coaching techniques, and effective feedback practices. They serve as instructional leaders within their schools, supporting peers through modeling, co-teaching, data analysis, and reflective practice. Model classrooms are established by designating the classrooms of highly effective mentor teachers as demonstration sites for high-quality reading instruction. These classrooms are intentionally structured to reflect the science of reading, incorporate high-yield strategies, and provide a rich literacy environment. Educators across the school or district are invited to observe these classrooms to see effective practices in action. Model classrooms serve multiple purposes: they function as live training labs during professional development sessions, anchor points for coaching cycles, and collaborative spaces where teachers can debrief and refine instructional approaches. This system promotes a culture of continuous learning and instructional excellence, ultimately leading to stronger reading outcomes for Florida's students.

Professional Learning Time

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

Glades County Schools prioritize time for teacher collaboration and professional growth by embedding structured professional learning into the weekly school schedule. Schools allocate protected time. This is typically achieved during early release days, common planning periods, or designated professional learning day, ensuring that teachers have regular opportunities to engage in meaningful, data-driven collaboration. During these weekly sessions, teachers participate in professional learning communities (PLCs), where they analyze student progress monitoring data, plan standards-aligned instruction, and refine evidence-based reading strategies. District and school leaders support this work by providing literacy coaches, instructional specialists, and access to curriculum resources that align with the science of reading and the Florida B.E.S.T. Standards.

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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
R.A.I.S.E. High School Tutoring	K-2 Lowest Quartile Students	We hope to provide additional supports to bottom quartile kindergarten, first, and second grade students in the area of phonics. Juniors and Seniors from Moore Haven High school will be trained as tutors, and assigned to Moore Haven Elementary school. Tutors

		will utilize on grade level phonics and word recognition lessons and resources from HMH Into Reading core ELA program to deliver targeted lessons to small groups of students 3-5 times a week. We will also utilize Title I funding to provide school-based academic support/tutoring for students at risk of failing to meet state standards in grades K-12.
FAST Bootcamps	3-5 Lowest Quartile Students	To accelerate learning and improve outcomes on the ELA FAST assessment, we plan to implement targeted FAST Bootcamps for students in the bottom quartile in grades 3–10, as well as for students in grades 11 and 12 who have not yet met the ELA graduation requirement. These bootcamps will focus on small-group instruction, with tutors working with 1–4 students at a time to deliver intensive, data-driven lessons 3–5 times per week. These interventions will be tailored to meet individual student needs, using progress monitoring data to inform instruction and ensure alignment with the Florida B.E.S.T. Standards and the science of reading. Through these layered supports, we aim to close achievement gaps, increase student proficiency, and ensure that all learners have equitable access to high-quality literacy instruction.

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

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

In accordance with s. 1008.25(5)(d), Florida Statutes, the Glades County School District (GCSD) has established a clear and timely process for notifying parents when a student is identified with a substantial deficiency in reading.

Upon identification—based on state-approved progress monitoring tools such as FAST assessments or other diagnostic measures—schools will immediately notify parents or guardians in writing. Notification will occur within 15 school days of identification and will include:

- A clear explanation that the student has been identified with a substantial reading deficiency
- A description of the current services the student is receiving to remediate the deficiency
- Strategies families can use at home to support their child's reading development
- Schools ensure that this notification is delivered in a parent-friendly format, and translated into the home language when necessary. Additionally, parents are invited to meet with the school team to discuss the reading plan, review intervention supports, and ask questions.

Through this proactive and transparent process, GCSD ensures that families are fully informed and actively engaged in their child's literacy journey, in compliance with state law and in support of student success

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).

Families of students identified with a substantial reading deficiency are provided with access to *Read-at-Home* resources through multiple touchpoints, including initial parent meetings (such as PMP or IEP meetings), Literacy Nights, and Open House events. These resources are designed to support literacy development beyond the classroom and strengthen the home-school connection. All Glades County School District (GCSD) elementary schools actively participate in the **New Worlds Reading Initiative**. This program offers eligible K–5 students, those identified as substantially deficient in reading, free books each month to help build a robust at-home library. Informational flyers are distributed to families by schools and district offices to promote awareness and provide clear enrollment instructions. These materials are available in multiple languages, including Spanish, Haitian Creole, and Braille, to ensure accessibility for all families. GCSD also highlights resources from the **Office of Early Learning and Just Read, Florida!** on district platforms to ensure families have access to high-quality, research-based tools. In partnership with the Glades County Education Foundation, the district continues to support initiatives that strengthen both classroom and school-wide literacy efforts.

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

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

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

	g.	Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h.	Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i.	The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

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

9) Highly Effective Teachers

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

In alignment with House Bill 1255 and the amendments to s. 1003.4201, F.S., the Glades County School District (GCSD) is committed to ensuring that students in the earliest and most critical stages of reading development, kindergarten through grade 2, are taught by highly effective educators. To meet this expectation, GCSD prioritizes the assignment of teachers evaluated as "Highly Effective" under s. 1012.34(2)(e), F.S., to K–2 classrooms by employing a multi-step approach that includes:
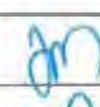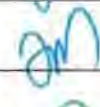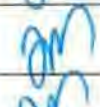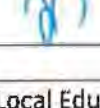
- Data-Driven Placement: Each spring, district and school leadership teams will review instructional personnel evaluation data, student achievement results, and classroom impact scores to identify teachers rated as "Highly Effective" based on their demonstrated ability to accelerate learning and improve reading outcomes.
- Targeted Recruitment and Retention: Recruitment efforts prioritize placing experienced, high-performing teachers in K–2 positions, particularly in schools with high numbers of students demonstrating reading deficiencies. The district also uses retention strategies such as mentorship opportunities, leadership roles, and performance stipends to encourage highly effective teachers to remain in early grade levels.
- Strategic Staffing Decisions: During staffing meetings, principals are guided to assign their strongest reading teachers to K–2 classrooms, especially in schools receiving Title I funding or serving large populations of at-risk students. Principals are provided with data reports that support strategic decision-making around personnel placement.
- Support for Developing Teachers: In situations where a "Highly Effective" teacher is not available for a K–2 assignment, GCSD pairs newer or developing teachers with literacy coaches and mentor teachers. These supports are designed to build instructional capacity in early literacy aligned to the science of reading.

This intentional focus on placing the most effective reading teachers in the earliest grades reflects the district's commitment to foundational literacy and ensures that students are given the strongest possible start on their educational journey.

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

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Signature: *[signed]*	Date: 8/26/25

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