# 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 | Melissa Ziemer | MelissaCZ@leeschools.net | 239-335-1423 |
| Data Element | Phil Savage | phillipds@leeschools.net | 239-337-8500 |
| Third Grade Promotion | Erin Groeneveld | ErinBGi@leeschools.net | 239-335-1513 |
| Multi-Tiered System of Supports | Amy Clark | amycl@leeschools.net | 239-335-1485 |
| Chief Academic Officer | Dr. Nathan Shaker | NathanS@leeschools.net | 239-939-6830 |
| VPK | Dr. Bethany Quisenberry | bethanylq@leeschools.net | 239-461-8412 |

## 2) District Expenditures

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

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

| Comprehensive System of Reading Instruction Expenditures | Amount | FTE (where applicable) |
|---|---|---|
| **Elementary Expenses** | | |
| Literacy coaches | **4,426,737.00** | **50** |
| Intervention teachers | **0.00** | |
| Scientifically researched and evidence-based supplemental instructional materials | **0.00** | |
| Third grade summer reading camps | **0.00** | |
| Summer reading camps | **0.00** | |
| **Secondary Expenses** | | |
| Literacy coaches | **1,681,139.00** | **19** |
| Intervention teachers | **0.00** | |
| Scientifically researched and evidence-based supplemental instructional materials | **0.00** | |
| **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 | **0.00** | |
| Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification | **0.00** | |
| Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential | **0.00** | |
| Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.) | **0.00** | |
| Tutoring programs to accelerate literacy learning | **0.00** | |
| Family engagement activities | **0.00** | |
| **Other – Please Describe (Add additional rows as needed.)** | | |
| **District Staff for Reading Support** | **1,003,650.00** | **8** |
| **Sum of Expenditures** | **7,111,526.00** | **69** |

## 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 | 3.5% | 2% | 76% | 83% |

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

Based on an analysis of student performance data, the district will implement a comprehensive, data-driven plan to strengthen literacy outcomes for Voluntary Prekindergarten (VPK) students. The plan focuses on three key areas: targeted instructional support, professional development, and family engagement.

First, the district will enhance early literacy instruction by aligning curriculum with the Florida Early Learning and Development Standards and ensuring systematic, explicit instruction in foundational skills such as phonological awareness, vocabulary development, and oral language. Data will be used to identify learning gaps and inform differentiated instruction to meet individual student needs.

Second, educators will receive ongoing professional development focused on evidence-based literacy strategies, assessment literacy, and progress monitoring. This will empower teachers to use assessment data effectively to drive instruction and provide timely interventions.

Finally, the district will strengthen family partnerships by providing resources and training that support early literacy development at home. Through these combined efforts, the district aims to increase kindergarten readiness and ensure all VPK students are on a path to early reading success.

**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 | 23% | 20% | 51% | 54% |
| 1 | 33% | 30% | 52% | 55% |
| 2 | 32% | 29% | 45% | 48% |
| 3 | 29% | 26% | 48% | 51% |
| 4 | 28% | 25% | 50% | 53% |
| 5 | 31% | 28% | 44% | 47% |
| 6 | 24% | 21% | 54% | 57% |
| 7 | 27% | 24% | 50% | 53% |
| 8 | 27% | 24% | 49% | 52% |
| 9 | 27% | 24% | 50% | 53% |
| 10 | 24% | 21% | 52% | 55% |

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 | **DIBELS** Reviewed 3x a year (K-5) | **District-developed assessments** targeting Phonological |

|  | | Awareness, Phonics, Fluency, Vocabulary, and comprehension 2x each month |
|---|---|---|
|  | **FAST-STAR** 3x a year  (K-2) | |
|  | **i-Ready Diagnostic** targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 1x annually | **Common District Exemplar (formative) Data:** 3x per quarter |
|  | iReady path data- monitored Weekly | |
|  | **Common District Exemplar (formative) Data:** 3x per quarter. | |
|  | **FAST-Cambium** 3x a year (3-5) | |
| Actions for continuous support and improvement | The Academic and Student Services team, including representatives from ESE, ESOL and MTSS, will meet monthly to discuss data results and plan for district intervention at the school level, as well as determine the next steps for professional learning opportunities. | Administrators are provided tools such as curriculum briefs, pacing guides, etc. as support for classroom walks as they execute observations. In addition, these resources are helpful as they attend PLCs. Administrators also have a data dashboard so they can monitor reading achievement data. Literacy coaches support at the school level by hosting professional development and attending PLCs, as well as pushing into classrooms. In addition, administrators meet regularly with Literacy Coaches for the purpose of determining action plans based on data analysis. |
| **Grades 6-8** | **District Level** | **School Level** |
| Data that will be collected and frequency of review | **FAST-Cambium** 3x a year (6-8) <br><br> **HMH Read 180 MAP Growth** targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 3x a year (6-8) <br><br> Read 180 / Read 180 Code path-  monitored Weekly | **District Developed Assessments** targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 2x each month <br><br> Read 180 / Read 180 Code path- monitored Weekly <br><br> **Common District Exemplar (formative) Data:** 2x per quarter |

| | **Common District Exemplar (formative) Data:** 2x per quarter | |
|---|---|---|
| Actions for continuous support and improvement | The Academic and Student Services team, including representatives from ESE, ESOL and MTSS, will meet monthly to discuss data results and plan for district intervention at the school level, as well as determine the next steps for professional learning opportunities. | Administrators are provided tools such as curriculum briefs, pacing guides, etc. as support for classroom walks as they execute observations. In addition, these resources are helpful as they attend PLCs. Administrators also have data links that are updated weekly, so they can monitor reading achievement data. Literacy coaches support at the school level by hosting professional development and attending PLCs, as well as pushing into classrooms. In addition, administrators meet regularly with Literacy Coaches for the purpose of determining action plans based on data analysis. |
| **Grades 9-12** | **District Level** | **School Level** |
| Data that will be collected and frequency of review | **FAST-Cambium** 3x a year (9-10)<br><br>**HMH Read 180 MAP Growth** targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 3x a year (9-10)<br>Read 180 / Read 180 Code path- monitored Weekly targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 3x a year (9-10)<br><br>Read 180 path- monitored Weekly<br><br>**Common District Exemplar (formative) Data:** 2x per quarter | **District Developed Assessments** targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 2x each month<br><br>Read 180 path- monitored Weekly<br><br>**Common District Exemplar (formative) Data:** 2x per quarter |
| Actions for continuous support and improvement | The Academic and Student Services team,including representatives from ESE, ESOL and MTSS, will meet monthly to discuss data results and plan | Administrators are provided tools such as curriculum briefs, pacing guides, etc. as support for classroom walks as they |

| | for district intervention at the school level, as well as determine the next steps for professional learning opportunities. | execute observations. In addition, these resources are helpful as they attend PLCs. Administrators also have a data dashboard so they can monitor reading achievement data. Literacy coaches support at the school level by hosting professional development and attending PLCs, as well as pushing into classrooms. In addition, administrators meet regularly with Literacy Coaches to determine action plans based on data analysis. |
|---|---|---|

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.**

Academic and Student Services is responsible for ensuring that the objectives of the K-12 Reading Plan are being met at each school. This includes monitoring district reading/ELA data to determine that students are placed correctly into the proper core Reading and/or supplemental Reading program. Data is monitored frequently so that placement is fluid and meets the needs of each student as they grow in their Reading ability. District Curriculum and Instruction team members provide support and ongoing professional development to improve Reading practices at each school. During Quarterly Data Chats with each school and at monthly Principal meetings, Reading data is reviewed and action plans are revisited to ensure that schools are receiving support to improve Reading achievement.

The goal of any revisions made to the CERP is to improve literacy outcomes for all students. Academic and Student Services will review student schedules to ensure that students are appropriately scheduled into core Reading and supplemental interventions based on FY 25 FAST ELA Data. This will support appropriate instructional levels for students from the beginning of the school year. Before classroom walks, administrators will discuss and establish shared working definitions of the district observation tool to promote common look-fors and language across instructional levels, including elementary, middle, and high school. Literacy outcomes will be monitored through the use of district-created common formative exemplars. This data will provide insight for Regional Associate Superintendents as they work with school-based administrators to prioritize additional support from the Academic and Student Services team

Based on a root-cause analysis, Tier 1 high-quality instruction should be focus area. Professional Learning has implemented the use of Marzano's High Reliability Schools framework and the Art and Science of Teaching to promote a clear and common framework for literacy instruction. Professional learning will continue to embed the language and practices into literacy leadership learning opportunities so that administrators can build a common language around best practice and see how implementation of curriculum, instruction and assessment is related. The framework provides administrators with working knowledge of best practices in literacy instruction. This will knowledge can assist administrators as they assess the quality of Tier 1 instruction occurring in schools. Administrators can support opportunities for students to engage with reading writing, speaking and thinking across grade-level texts. Professional Learning opportunities have been presented to administrators and literacy coaches surrounding the Science of Reading presented by University of Florida Lastinger Center to support high-quality literacy instruction.

This training provides establishes best practices and helps promote a common language around literacy instruction.

A focus must be on the implementation of the core curriculum (Tier 1 instruction) to the depth and breadth of the benchmarks. Tier 1 instruction needs to include ample time, opportunity, and structure for students to engage in reading, writing, speaking and listening about, within and across texts. Professional learning opportunities have been offered surrounding benchmark alignment and alignment to student tasks. Students need also to have direct instruction in application and metacognitve strategies to apply thinking skills beyond a single text. Third, as we focus on Tier 1 instruction and improving student proficiency, the MTSS problem solving process needs to be improved to ensure ALL students receive content aligned instruction at the appropriate depth and breadth of the benchmarks. The use of the Art and Science of Teaching instructional model will help the district and school leaders identify key instructional strategies that should be visible during core instruction and these strategies will be clearly named within instructional resources. The MTSS process will focus on problem solving around Tier 1, and how to improve core instruction through observation and feedback centered around student learning and teacher practice. Scaffolds and supports will also be provided in the instructional guides for ALL students, including ELL, ESE and high performing students.

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

Administrators are provided tools such as curriculum briefs, pacing guides, etc. to support them as they walk classrooms and execute observations. In addition, these resources are helpful as they attend PLCs. They also have data links that are updated weekly, so they can closely monitor Reading achievement data. These walkthroughs occur routinely, and may be formal or informal. These informal walkthroughs typically occur minimally once per month, but more frequently in many cases, are are directly related to content shared during monthly administrative or coach meetings. The purpose is to ensure instruction is aligned to the benchmark. After walkthroughs, administrators may meet with the teacher, or coach, and determine next steps. Administrators meet regularly with Literacy Coaches for the purpose of determining action plans based on data analysis. Literacy coaches support at the school level by hosting professional learning and attending PLCs, conducting coaching cycles, and pushing into classrooms to provide instructional support. The Academic and Student Services team meets monthly to discuss data results and plan for district intervention at the school level, as well as determine next steps for professional development. Reading Leadership teams also meet monthly to determine a schedule of walkthroughs. They attend weekly PLCs where core Reading data and progress monitoring data are discussed. This influences the action plans, which also influences the look-fors based on each teacher's data and improvement plan.

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.**

Data analysis plays an important role in identifying areas in need of improvement. We use ESSA data, trend data, school component data, progress monitoring data, reading core and supplemental program data, as well as school data from classroom walkthroughs to determine action plans for improvement and to determine where support is needed from the district and/or school team. In addition, data chats with principal leads and/or the Chief Academic Officer and members of the Academic and Student Services team allow for strategic conversations regarding plan implementation and progress monitoring.

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?**

   The District's literacy coach model is communicated to principals through the distribution of detailed job descriptions outlining the responsibilities and expectations of the role. These same job descriptions are also provided to literacy coaches during designated coach meetings to ensure clarity and alignment. Additionally, the role of the literacy coach, along with the dissemination of effective instructional practices, is regularly revisited and reinforced during leadership meetings to support consistent implementation across schools.

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

   Literacy coaches receive ongoing support throughout the year through a variety of structured methods. Monthly professional development sessions are provided, during which coaches have dedicated time to review and revise their action plans. These plans are informed by data analysis and are designed to prioritize their instructional support for the upcoming month. Additionally, coaches complete monthly coaching logs, which are systematically reviewed and analyzed. This analysis helps identify areas where further coaching opportunities may be necessary, ensuring alignment between coaching efforts and student performance data.

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 literacy coaches in prioritizing instructional activities through a strategically designed support system that emphasizes structured professional learning, research-based practices, and data-informed decision-making.

   Coach meetings are intentionally structured to align with district goals. These meetings are held monthly and include dedicated time for professional learning, collaborative learning, and strategic planning. A key focus of each meeting is to discuss research-based strategies to enhance instructional practices and student outcomes.

   During monthly meetings, coaches utilize data analysis protocols to deepen their understanding of school- and student-level data. Coaches will identify trends, set measurable goals, and develop targeted action plans that directly address instructional needs. These action plans are regularly revisited and refined to ensure responsiveness to data.

   Coaching scenarios are embedded into professional learning to model and practice effective coaching conversations and strategies. These scenarios help coaches strengthen their ability to facilitate data-driven goal setting, provide differentiated professional learning, and support instructional improvement through job-embedded coaching.

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

The district monitors the implementation of the literacy coach model by creating a structured approach to ensure coaches prioritize their time on high-impact work. Coaches will complete monthly coaching logs to document their activities, including how often they're coaching and what types of support they're providing. Coaching support may include, but is not limited to, model lessons, co-teaching, facilitating data discussions, or providing specific professional learning opportunities as identified through data or requested by school-based administrators.

The district literacy team reviews coaching logs monthly to make sure coaching efforts are aligned with district priorities and are making a meaningful impact. The information from the logs also helps identify where additional support or training might be needed.

In addition to the coaching logs, the district also gathers feedback from school leaders, looks at instructional walkthrough data, and tracks how well action plans are being carried out. This well-rounded approach helps ensure that the coaching model is being implemented consistently and effectively across all schools, with a clear focus on improving teaching and learning.

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

The district measures the effectiveness of literacy coaches by utilizing multiple sources of feedback and data analysis. Feedback from school administrators is essential. These administrators provide regular insights on the impact of coaching activities. Administrators observe the coaches' interactions with teachers, review the progress of instructional strategies, and assess how effectively the coaches support teachers in meeting student learning goals. This feedback is used to evaluate the coaches' effectiveness and identify areas for growth. The district literacy team discusses feedback and looks for trends identified by administrators and then addresses the trends during upcoming coach meetings.

Data chats also play a critical role in measuring the effectiveness of literacy coaches. These conversations involve discussions of student performance data. Coaches facilitate these data chats to help teachers analyze trends, set goals, and adjust instructional strategies accordingly. The outcomes of these data discussions are used to assess whether coaching efforts have translated into improvements in teacher practice and student achievement.

The district aims to ensure that the literacy coach model makes a positive impact on instructional quality and student outcomes.

## 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).

- o **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.
- o **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.
- o **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 implements a comprehensive Multi-Tiered System of Supports (MTSS) to address the academic needs of all students. During Tier One instruction, all students receive explicit, standards-aligned instruction designed to meet grade-level benchmarks and expectations. High-quality reading instruction is delivered with fidelity by highly trained educators, ensuring that the majority of students achieve proficiency across the six essential components of reading.

To meet the needs of diverse learners, educators incorporate appropriate scaffolding and differentiated instructional strategies for individual students or small groups. These supports align with grade-level expectations while offering additional practice or tutorials to reinforce student understanding of key benchmarks.

Students who do not demonstrate success through Tier One instruction are provided with supplemental, evidence-based interventions at Tier Two or Tier Three, based on identified needs and student performance data. These needs are determined through a structured assessment and problem-solving process. Tier Two instruction is delivered in small-group settings, allowing for increased instructional time and focused support. Students requiring Tier Three intervention are considered at greater risk for academic failure, including not graduating on time. As such, these students receive intensive, targeted support from reading-certified or endorsed instructors using evidence-based intervention programs. Data for students in Tiers Two and Three is reviewed more frequently than for Tier One students, and intervention groupings and plans are adjusted accordingly based on ongoing data analysis.

For students receiving Tier Three intensive support, the school-based MTSS problem-solving team regularly reviews progress to determine if changes in intervention are necessary. If additional evaluation is warranted, assessment data is used to determine eligibility for Exceptional Student Education (ESE) services or to assess the need for modifications to existing ESE services.

English Language Learners (ELLs) are placed in appropriate reading interventions, and data from English for Speakers of Other Languages (ESOL) assessments is triangulated with reading intervention data to monitor progress and identify the need for additional services. This information is communicated to schools and educators to ensure instructional alignment and support.

Each student identified within a specific demographic group is marked with a corresponding icon in the FOCUS system, facilitating targeted support. Furthermore, schools have access to advanced reporting tools

within the system to monitor and ensure that students receive the appropriate services and interventions to support their academic growth.

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.**

To effectively support the needs of PreK learners, the District implements standards-based instruction to ensure students acquire the foundational knowledge and skills essential for success in Kindergarten. A standards-based scope and sequence, along with instructional resources aligned to the *Teaching Strategies* curriculum, are provided by the District.

Ongoing assessments are conducted through *Teaching Strategies GOLD*, while students are also evaluated three times annually using the STAR Early Learning Assessment. PreK teachers receive training in data analysis for both assessment tools, enabling them to deliver targeted interventions and enrichment activities tailored to individual student needs.

Administrators collaborate with instructional coaches to review classroom walkthrough data and develop instructional support plans, which help identify opportunities for coaching and additional professional learning. Teachers regularly monitor assessment data to guide the implementation of appropriate interventions and enrichment strategies. Instructional coaches may also provide in-class support as needed.

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

Curriculum for reading instruction includes Teaching Strategies (Creative Curriculum), Heggerty Phonemic Awareness, and Launchpad (Really Great Reading).

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.](#)**

Scholastic's My Way is the intervention program. Students that are below expectations according to Teaching Strategies Gold data are retaught in small group.

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<br>☒ Grade K<br>☒ Grade 1 | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Summative | ☒ 3 x Year |
| FAST Star Reading | ☒ Grade 1<br>☒ Grade 2 | ☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Summative | ☒ 3 x Year |
| FAST ELA Reading | ☒ Grade 3<br>☒ Grade 4<br>☒ Grade 5 | ☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ 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.**

| Additional Assessment(s) | | | | |
|---|---|---|---|---|
| Name of the Assessment | Target Audience (Grades PreK-5) (Select all that apply.) | What component of reading is assessed? (Select all that apply.) | Assessment Type (Select all that apply.) | How often is the data collected? |
| Other District Assessment<br><br>DIBELS K-2 | ☐ VPK<br>☐ PreK<br>☒ Grade K<br>☒ Grade 1<br>☒ Grade 2<br>☐ Grade 3<br>☐ Grade 4<br>☐ Grade 5<br>☐ All Students<br>☒ Select Students | ☐ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| Other District Assessment<br><br>DIBELS 3-5 | ☐ VPK<br>☐ PreK<br>☐ Grade K<br>☐ Grade 1<br>☐ Grade 2<br>☒ Grade 3<br>☒ Grade 4<br>☒ Grade 5<br>☐ All Students<br>☒ Select Students | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☒ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| Other District Assessment<br><br>**Intervention placement tests and progress monitoring assessments** | ☐ VPK<br>☐ PreK<br>☒ Grade K<br>☒ Grade 1<br>☒ Grade 2<br>☒ Grade 3<br>☒ Grade 4<br>☒ Grade 5<br>☐ All Students<br>☒ Select Students | ☐ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☐ Screening<br>☒ Progress Monitoring<br>☒ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☒ Annually<br>☐ As Needed<br>☐ Other |
| Other District Assessment<br><br>**Language for Learning (ELL)** | ☐ VPK<br>☐ PreK<br>☐ Grade K<br>☐ Grade 1<br>☐ Grade 2<br>☒ Grade 3<br>☒ Grade 4<br>☒ Grade 5<br>☐ All Students<br>☒ Select Students | ☒ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☐ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☒ Other- as indicated by program |
| Other District Assessment | ☐ VPK<br>☐ PreK | ☒ Oral Language<br>☒ Phonological | ☒ Progress | ☐ Weekly<br>☐ 2 x Month |

| Additional Assessment(s) | | | | |
|---|---|---|---|---|
| **Name of the Assessment** | **Target Audience (Grades PreK-5) (Select all that apply.)** | **What component of reading is assessed? (Select all that apply.)** | **Assessment Type (Select all that apply.)** | **How often is the data collected?** |
| **Imagine Literacy and Language** | ☒ Grade K<br>☒ Grade 1<br>☒ Grade 2<br>☒ Grade 3<br>☒ Grade 4<br>☒ Grade 5<br>☐ All Students<br>☒ Select Students | Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☐ Comprehension | Monitoring<br>☒ Diagnostic<br>☐ Summative | ☐ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ 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
     o 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.;
     o 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
     o 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.**

The District administers benchmark-aligned formative assessments to measure student proficiency on targeted grade-level standards. Data collected from these assessments help inform instructional planning and allow educators to identify early indicators of student learning needs.

The District also utilizes quarterly Universal Screener data to evaluate the effectiveness of Tier 1 instruction. When screening data indicates that Tier 1 instruction is not meeting the needs of all students, supplemental resources are adjusted accordingly to support student learning.

Students who score below benchmark levels on the FAST and/or DIBELS assessments are identified for Tier 2 interventions. These students receive an additional 50–60 minutes of targeted reading instruction daily, delivered in small groups of 4–5 students. If students do not demonstrate adequate progress through Tier 2 supports, they are considered for Tier 3 intervention. Tier 3 instruction is delivered in smaller groups of 1–3 students and is more intensive in both frequency and content.

To ensure fidelity of implementation, District Learning Walks are conducted at each school. These walkthroughs allow district leaders to observe instruction, monitor the use of intervention programs, and identify areas for improvement. Both qualitative data from the learning walks and quantitative assessment data are triangulated to provide a comprehensive picture of student progress and instructional effectiveness.

The District builds capacity at the school level by engaging grade-level leaders and literacy coaches in the MTSS process. These individuals work closely with school-based teams to analyze data, plan targeted interventions, and monitor student outcomes, ensuring that support strategies are responsive and effective

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

Students in grades 4-5 who score below grade-level benchmarks on FAST (Level 2 or below) and/or DIBELS assessments are identified for Tier 2 interventions. These students receive an additional 50–60 minutes of targeted reading instruction daily, provided in small groups of approximately 4–5 students. Instruction at this level is supplemental to core classroom instruction and focuses on addressing specific skill gaps identified through assessment data.

Any student receiving Tier 2 support who does not demonstrate adequate progress, as determined by ongoing progress monitoring and benchmark data, is considered for Tier 3 intervention. Tier 3 instruction is more intensive and is delivered in smaller groups of 1–3 students to allow for individualized support. This level of intervention is designed for students who are significantly below grade level and are at greater risk of long-term academic difficulties.

The MTSS framework ensures that students receive increasing levels of support based on data, allowing educators to respond promptly to learning needs and adjust instruction accordingly to improve reading outcomes for all students.

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.**

Screening occurs in Kindergarten through second grade using the DIBELS Benchmark assessment. Pre-K through first-grade students are also assessed using the FAST assessment (STAR Early Literacy). This assesses Phoneme Segmentation Fluency and Nonsense Word Fluency. Any student who performs in the red range on either of the subtests signals significant difficulty with phonological awareness or decoding and is flagged for targeted intervention focused specifically on foundational decoding skills.

For third-grade students, DIBELS is used to assess accuracy and fluency. Students who score in the red range for Correct Words Per Minute are identified as needing additional support. These students receive targeted interventions either in small groups or one-on-one during their designated intervention block.

Students identified through these screenings and performance data as having characteristics of dyslexia are provided with Tier 3 interventions. These interventions are intensive, evidence-based, and delivered with increased frequency and smaller group sizes to support individual learning needs. This structured process ensures early identification and effective intervention for students at risk for reading difficulties, including 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.**

If initial screening data indicates that a student may be at risk for dyslexia, additional screening measures are implemented to gather more detailed information. For students in Kindergarten through third grade, the following screeners may be used based on the specific needs identified:

- Heggerty Phonological and Phonemic Awareness Assessments
- Really Great Reading Foundational Skills Screener (typically used at the end of Kindergarten)
- STAR CBM Dyslexia Screener

In addition, for third-grade students, the Amira Dyslexia Screener is used. This assessment includes a Rapid Automatic Naming (RAN) component, which helps identify potential difficulties related to processing speed and automatic retrieval—both of which are important indicators in dyslexia screening.

Students who are identified through these additional screeners as having characteristics of dyslexia are provided with structured literacy interventions. These interventions are evidence-based, systematic, and explicit, targeting the foundational reading skills necessary for successful reading development.

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

Effectiveness of Tier 1 instruction is monitored by District leadership, Reading Coaches, School Administrators, and Instructional Leadership Teams. These teams will conduct classroom walkthroughs to assess the alignment of instruction with grade-level standards and benchmarks. Classroom walkthrough tools, such as PreK-5 LITERACY INSTRUCTION PRACTICE PROFILE, may be used to identify areas of instructional strength and opportunities. Data analysis will involve triangulating multiple sources, including progress monitoring data, formative assessments (Exemplars), and student work samples. Professional

Learning Communities (PLCs) will evaluate instructional alignment with the BEST ELA Standards and review student performance. Additionally, district literacy leaders will participate in scoring and calibrating performance tasks, as well as analyzing curriculum benchmarks, which will be used as common assessments across all three strands of the BEST ELA Standards.

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

Effectiveness of Tier 2 instruction is monitored through district and state progress monitoring tools. In addition, curriculum tools available to all teachers include: standards tracker, standards mastery, and reteach/reassess trackers.

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

Effectiveness of Tier 3 instruction is monitored through district and state progress monitoring tools. In addition, curriculum tools available to all teachers include: standards tracker, standards mastery, and reteach/reassess trackers. Tier 3 interventions are conducted daily for a minimum of 30 minutes in groups of 1-2 students.

| 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:**

At the beginning of the school year, students who have scored Level 3 on FAST 2025 PM 3, will receive Tier 1 instruction. Additional data points will be considered to make informed decisions. Data may include, but is not limited to i-Ready Diagnostic, classroom data, and historical data such as i-Ready Diagnostics.

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

- Grades KG: Student scores at or above Level 2 on FAST STAR PM1 2025

- Grades 1-2: Student scores at or above Level 3 on PM3 FAST STAR 2025

- Grades 3-5: Student's scores Level 3-5 on their PM3 FAST 2025

- DIBELS: Any Composite Score within the Green or Blue (Minimal Risk/Negligible Risk) according to DIBELS Benchmark Goals. These students are projected to score above 40th percentile rank on criterion measure.

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

When formative data indicates that students are not making adequate progress with Tier 1 instruction, a more in-depth analysis is conducted. District teams review benchmark-aligned formative assessments and Universal Screener data to identify patterns and areas for instructional improvement. This data-driven approach helps identify specific skills or concepts where students require additional support and highlights growth opportunities within the core instructional program.

District Coaching Walks are conducted at each school to support program implementation and to gather data and gain instructional insights.. These walks may also identify where additional support is needed.

School-based administrators and reading coaches use this information to guide instructional adjustments and provide differentiated support to students. When additional support is needed, the District may also engage external experts, such as i-Ready coaches and Really Great Reading consultants. These specialists work directly with school staff to  refine instructional practices, support data analysis, and provide targeted coaching focused on improving Tier 1 outcomes.

| Core Instruction | |
|---|---|
| **Indicate the core curriculum utilized. Add additional rows as needed.** | |
| **Name of Program** | **Year of Program Adoption** |
| K-2 Core Curriculum (Custom designed by Public Consulting Group using The Science of Reading research to meet the BEST Benchmarks for Reading, Writing, and support small group learning) | **2024** |
| Wonders (Core grades 3-5) | **2021** |
| Really Great Reading (core phonics K-2) <br><br>     ○    Really Great Reading <br><br> Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. The practice guide recommends teaching students to decode words, analyze word parts, and write and recognize words. | **2017** |
| iReady/Magnetic (small group grades 3-5) (supplemental curriculum) | **2023** |

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


Core instructional resource checkpoints are administered following guidance provided in the Scope and Sequence. Based on data analysis, students who do not score 70% or higher on Exemplar Assessments for 2 subsequent units of instruction will be considered to receive 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:**

Students who score Levels 1 or 2 on FAST PM 3 or i-Ready Diagnostic grade-level data ,will receive Tier II interventions and an additional 30 minutes of reading instruction.

i-Ready grade level data is defined by *i-Ready Diagnostic Grades K–12 Scale Score Placement Tables* as:

- K- below 361
- 1-below 433
- 2-below 488
- 3-below 510
- 4-below 556
- 5-below 580

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

Interventions are provided 4-5 times each week

**Number of minutes per intervention session:**

Intervention instruction provided 30 minutes per session in groups of 3-12

**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) |
|---|---|---|
| **Read Well** (K-1) | Read Well does not meet strong, moderate, or promising levels of evidence. | Although Read Well does not meet the specified ESSA rating, the WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. The practice guide recommends teaching students to decode words, analyze word parts, and write and recognize words. These recommendations are reported to have strong evidence levels. Recommendation(s) list out each recommendation AND level(s) of evidence. Additionally, the practice guide recommends developing awareness of segments of sounds in speech and how they link to letters. These recommendations were built into the program through the use of word recognition skills, phonological awareness decoding and recognition of unfamiliar words. The district will support and monitor the implementation of this program by utilizing formative assessments and exemplar data, including Science of Reading small group instruction |

| | | |
|---|---|---|
| | | and BRITE assessment overview for professional learning. |
| **Flyleaf** (Grade 2) | Flyleaf does not meet strong, moderate, or promising levels of evidence. | Although Flyleaf does not meet strong, moderate, or promising levels of evidence, the IES Practice Guide Recommendations support the program. Students receive systematic, explicit instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. There are 3 Levels of instruction: Emergent, Series 1, and Series 2. Students are placed in the best level for growing their skills according to the data collected in a placement inventory. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendations: Develop awareness of the segments of sounds in speech and how they link to letters results in Strong Evidence; teach students to decode words, analyze word parts, and write and recognize words results in Strong Evidence; Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension level results in Moderate Evidence. These recommendations were built into the program. The integrated approach of Flyleaf aligns with the converging, interdisciplinary research around the Science of Reading. It is intentionally designed to offer opportunities for explicit and systematic instruction, assessment, and application of all components of early literacy development. The result is a continuum of integrated instructional experiences that mirror the remarkable way our brains simultaneously employ skills, strategies, and processes when making meaning from text. The district will support and monitor the implementation of this program by meeting monthly with reading coaches to plan for best implementation and data chats around intervention data. The district will conduct a minimum of 3 opportunities for targeted professional learning for teachers during the year. |
| **Phonics for Reading** (grades 3-5) | Phonics for Reading does not meet strong, moderate, or promising levels of evidence. | Although Phonics for Reading does need meet ESSA levels of evidence, the WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. The practice guide recommends building students' decoding skills so they can read complex multisyllabic words and routinely using sets of comprehension-building practices to help students |

make sense of the text.  These recommendations are reported to have strong evidence levels. These recommendations were built into the program the lessons feature attributes of explicit instruction known to increase student achievement: consistent teaching routines, many opportunities to respond, constant monitoring of performance, immediate informative and affirmative feedback, spaced practice, and progress monitoring. There are 3 Levels of instruction. Students are placed in the best level for growing their skills according to the data collected in a placement inventory. The district will support and monitor the implementation of this program by utilizing formative assessments and exemplar data, including Science of Reading small group instruction and  BRITE assessment overview for professional learning.

**Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.**

**Students with Disabilities**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
| --- | --- | --- |

**English Language Learners**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
| --- | --- | --- |
| **Language for Learning** ELL Intervention (grades 3-5) | Language for Learning does not meet strong, moderate, or promising levels of evidence. | This intervention is being used to accelerate oral language and listening skills of newcomer ELL students.<br><br>Although Language for Learning does need meet ESSA levels of evidence, the WWC Practice Guide Recommendation(s) support the program: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. The practice guide recommends conducting formative assessments using English language measures of phonological processing, letter knowledge, and word and test readings. This recommendation has strong evidence and formative checks are built into each lesson. Additionally, the practice guide recommends providing intensive small-group reading interventions. These small groups are focused on developing and accelerating oral |

language and listening skills through the use of explicit instruction and guided practice. Strong evidence aligns with this recommendation. The district will support and monitor implementation of this program through use of Regional ESOL coaches. These coaches will review program data, and support instructional practices minimally once per quarter. Additionally, professional development opportunities will be offered quarterly through the use of ESOL Collaborative Sessions. Educators will have the opportunity to receive professional learning surrounding ESOL best practices, topics, and program specifics quarterly.

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

- **Read Well** (K-1)- systematic and explicit instruction in groups of up to 3 students. This includes the multisensory dimensions of the program. The program utilizes visual cues on blending cards,images, and other visual aids to help students make the connection between sounds and letters.For auditory learning, Read Well incorporates songs and poems to introduce and reinforce sounds.It helps students isolate beginning, middle, and ending sounds and provides sound segmentation and blending practice. Teachers engage students in listening to phonemes and responding by writing the corresponding graphemes. The program provides sound blending instruction and practice using hand movements and a spring toy. Students also use whole-body spelling where they form letters with their bodies and participate in a spelling workout that involves exercising according to a chart that assigns exercises to the alphabet. Read Well incorporates principles from the Orton-Gillingham approach which uses multisensory techniques like tracing letters and words. Examples of tactile activities include tracing letters on sandpaper letters or textured surfaces, molding letters with playdough or Wikki Stix, and tracing letters in sand.

- **Flyleaf** (grade 2)- systematic and explicit instruction in groups of up to 3 students. This includes the multisensory dimensions of the program. Flyleaf employs the use of color-coded materials and visual cues in lessons. Involves reading aloud, listening to stories, and chanting sounds and words. Reinforces sound-symbol relationships through activities like using sound boxes where students say the sounds as they manipulate tokens. Includes activities like tracing letters in sand or on textured surfaces. Utilizes word-building kits with letter tiles or magnetic letters. Encourages gross motor activities like jumping or finger tapping to represent sounds.

- **Phonics for Reading** (grades 3-5) systematic and explicit instruction in groups of up to 3 students. This includes the multisensory dimensions of the program. Students internalize the lesson routines

to accelerate learning. These routines include manipulating phonemes and graphemes to encode and to decode words.

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

**Read Well:**

Students who do not demonstrate success, scoring 75% or higher per section, on the same Unit assessment after small group reteaching qualify the student for Tier 3 support.

**Really Great Reading:**

According to Benchmark Goals, students who are not showing mastery of phonics on the Decoding Diagnostics Assessment or are RED "at risk" will receive Tier 3 instruction. Without intervention, these students have an 80% chance of scoring below the 20PR on criterion measure.

**K-2: Really Great Reading Playground:**

According to Benchmark Goals, students who are not showing mastery of phonics on the Decoding Diagnostics Assessment or are RED "at risk" will receive Tier 3 instruction. Without intervention, these students have an 80% chance of scoring below the 20PR on criterion measure.

**Grade 2: Flyleaf:**

Students who do not pass 2 progress monitoring checks with a score of 70% or higher in a row, will receive Tier III interventions.

**3-5: Phonics for Reading:**

If students do not pass 2 progress monitoring checks with a score of 70% or higher in a row, students will receive Tier III interventions.

| 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 scoring Level 1 according to FAST FY25, STAR/i-Ready data and have been identified will be placed in Tier II intervention. These students will receive Tier II instruction and will receive instruction using a district-approved supplemental intervention program to target deficits and address needs. Tier III students will receive 30 minutes of Tier II reading instruction and an additional 30 minutes of Tier III reading instruction five days a week beyond the 90-minute reading block. Tier III students will receive instruction in small groups of 1-2 students. All Tier III interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Grade 3 Tier III teachers who instruct retained students during intervention time must also be highly effective teachers.

Immediate, intensive intervention:

- extended time

- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- additional time allotted is in addition to core instruction and tier 2 interventions

Students in grades K-3 with substantial deficiency or the characteristics of dyslexia, or previous retention will receive Tier 3 Interventions when they have met the following criteria:

| Grade Level | Assessment | Score Initiates Letter | 2nd Assessment Score to Remove Letter Requirement |
|---|---|---|---|
| VPK - K | STAR EL Reading PM2 | Below 10th Percentile | Any STAR Reading score above 10th percentile |
| 1 | STAR EL Reading PM1 | Below 10th Percentile | Any STAR EL or STAR Reading score above 10th percentile |
| 2 | STAR Reading PM1 | Below 10th Percentile | Any STAR Reading score above 10th percentile |
| 3 | 3rd Grade FAST Reading PM1 | Below 20th Percentile | Any FAST PM above 10th percentile |

**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) |
|---|---|---|
| **Read Well** (K-1) | Read Well does not meet strong, moderate, or promising levels of evidence. | Although Read Well does not meet the specified ESSA rating, the WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. The practice guide recommends teaching students to decode words, analyze word parts, and write and recognize words.  These recommendations are reported to have strong evidence levels. Recommendation(s) list out each recommendation AND level(s) of evidence. Additionally, the practice guide recommends developing awareness of segments of sounds in speech and how they link to letters. These recommendations were built into the program through the use of word recognition skills, phonological awareness decoding and recognition of unfamiliar words. The district will support and monitor the implementation of this program by utilizing formative assessments and exemplar data, including Science of Reading small group instruction and  BRITE assessment overview for professional learning. |

| | | |
|---|---|---|
| | | Students receive systematic explicit instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Students are placed in the best unit of instruction for growing their skills according to the data collected in a placement inventory. |
| **Flyleaf** (grade 2) | Flyleaf does not meet strong, moderate, or promising levels of evidence. | Although Flyleaf does not meet strong, moderate, or promising levels of evidence, the WWC Practice Guide Recommendations support the program. Students receive systematic, explicit instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. There are 3 Levels of instruction: Emergent, Series 1, and Series 2. Students are placed in the best level for growing their skills according to the data collected in a placement inventory. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendations: Develop awareness of the segments of sounds in speech and how they link to letters results in Strong Evidence; teach students to decode words, analyze word parts, and write and recognize words results in Strong Evidence; Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension level results in Moderate Evidence. These recommendations were built into the program. The integrated approach of Flyleaf aligns with the converging, interdisciplinary research around the Science of Reading. It is intentionally designed to offer opportunities for explicit and systematic instruction, assessment, and application of all components of early literacy development. The result is a continuum of integrated instructional experiences that mirror the remarkable way our brains simultaneously employ skills, strategies, and processes when making meaning from text. The district will support and monitor the implementation of this program by meeting monthly with reading coaches to plan for best implementation and data chats around intervention data. The district will conduct a minimum of 3 opportunities for targeted professional learning for teachers during the year. |

| | | Students receive systematic explicit instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. There are 3 Levels of instruction, Emergent, Series 1, and Series 2. Students are placed in the best level for growing their skills according to the data collected in a placement inventory |
|---|---|---|
| **Phonics for Reading** (grades 3-5) | Flyleaf does not meet strong, moderate, or promising levels of evidence. | Although Phonics for Reading does not meet ESSA levels of evidence, the WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. The practice guide recommends building students' decoding skills so they can read complex multisyllabic words and routinely using sets of comprehension-building practices to help students make sense of the text.  These recommendations are reported to have strong evidence levels. These recommendations were built into the program the lessons feature attributes of explicit instruction known to increase student achievement: consistent teaching routines, many opportunities to respond, constant monitoring of performance, immediate informative and affirmative feedback, spaced practice, and progress monitoring. There are 3 Levels of instruction. Students are placed in the best level for growing their skills according to the data collected in a placement inventory. The district will support and monitor the implementation of this program by utilizing formative assessments and exemplar data, including Science of Reading small group instruction and  BRITE assessment overview for professional learning.<br><br>Students receive systematic explicit instruction in the areas of, phonics, fluency, vocabulary, and reading comprehension. The lessons feature attributes of explicit instruction known to increase student achievement: consistent teaching routines, many opportunities to respond, constant monitoring of performance, immediate informative and affirmative feedback, spaced practice, and progress monitoring. There are 3 Levels of instruction. Students are placed in the best level for growing their skills according to the data collected in a |

| | | placement inventory. Phonics for Reading is paired with benchmark skill practice, "Filling in the Gaps". |
|---|---|---|

**Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.**

**Students with Disabilities**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
| | | |
| **Mindplay Virtual Reading Coach** (grades K-12) individualized reading prescription using systematic and explicit instruction. | Mindplay Virtual Reading Coach does not meet strong, moderate, or promising levels of evidence. | The following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring Mindplay Data and progress towards any associated IEP goal work. Professional learning opportunities, including training, may be provided by the District ESE team |

**English Language Learners**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
| **Language for Learning** (grades 3-5) | Language for Learning does not meet strong, moderate, or promising levels of evidence. | This intervention is being used to accelerate oral language and listening skills of newcomer ELL students.

Although Language for Learning does need meet ESSA levels of evidence, the WWC Practice Guide Recommendation(s) support the program: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. The practice |

| | | guide recommends conducting formative assessments using English language measures of phonological processing, letter knowledge, and word and test readings. This recommendation has strong evidence and formative checks are built into each lesson. Additionally, the practice guide recommends providing intensive small-group reading interventions. These small groups are focused on developing and accelerating oral language and listening skills through the use of explicit instruction and guided practice. Strong evidence aligns with this recommendation. The district will support and monitor implementation of this program through use of Regional ESOL coaches. These coaches will review program data, and support instructional practices minimally once per quarter. Additionally, professional development opportunities will be offered quarterly through the use of ESOL Collaborative Sessions. Educators will have the opportunity to receive professional learning surrounding ESOL best practices, topics, and program specifics quarterly. |
|---|---|---|

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

- **Read Well** (K-1)- systematic and explicit instruction in groups of up to 3 students.The program utilizes visual cues on blending cards, images, and other visual aids to help students make the connection between sounds and letters. For auditory learning, Read Well incorporates songs and poems to introduce and reinforce sounds. It helps students isolate beginning, middle, and ending sounds and provides sound segmentation and blending practice. Teachers engage students in listening to phonemes and responding by writing the corresponding graphemes. The program provides sound blending instruction and practice using hand movements and a spring toy. Students also use whole-body spelling where they form letters with their bodies and participate in a spelling workout that involves exercising according to a chart that assigns exercises to the alphabet. Read Well incorporates principles from the Orton-Gillingham approach which uses multisensory techniques like tracing letters and words. Examples of tactile activities include tracing letters on sandpaper letters or textured surfaces, molding letters with playdough or Wikki Stix, and tracing letters in sand.

- **Flyleaf (grade 2)-** systematic and explicit instruction in groups of up to 3 students. This includes the multisensory dimensions of the program. Flyleaf employs the use of color-coded materials and visual cues in lessons. Involves reading aloud, listening to stories, and chanting sounds and words. Reinforces sound-symbol relationships through activities like using sound boxes where students say the sounds as they manipulate tokens. Includes activities like tracing letters in sand or on textured

surfaces. Utilizes word-building kits with letter tiles or magnetic letters. Encourages gross motor activities like jumping or finger tapping to represent sounds.

- **Phonics for Reading (grades 3-5)** systematic and explicit instruction in groups of up to 3 students. This includes the multisensory dimensions of the program. Students internalize the lesson routines to accelerate learning. These routines include manipulating phonemes and graphemes to encode and to decode words

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

When student data indicates limited progress despite Tier 2 interventions, students are moved to Tier 3 for more intensive, individualized intervention. Progress monitoring is conducted frequently, and data is closely reviewed to ensure that interventions are meeting the specific needs of each student.

School-based MTSS teams meet regularly to review progress monitoring data for Tier 3 students. These teams work together to problem-solve and adjust intervention plans as needed. The goal is to ensure that the instructional strategies being used are effective and appropriately matched to the student's area of need.

If data shows that a student is not responding adequately to the current Tier 3 intervention, the team may recommend changes in the intervention program, increase the intensity or frequency of instruction, or involve additional support personnel. In some cases, additional evaluation may be considered to determine if the student qualifies for additional services, such as Exceptional Student Education (ESE).

The District also provides support from reading coaches and specialists, to help schools implement Tier 3 interventions with fidelity. These supports ensure that instruction is both research-based and aligned with the student's learning profile.

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:**
3rd Grade Summer Reading Camp will be offered to all 3rd grade students who score a Level 1 on FAST ELA and have not met criteria for Good Cause promotion. Summer Reading Camp will be four days a week (M-Th) for 4 hours each day.

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

Summer Reading Camp for retained 3rd grade students will follow a scripted Reading Program - Voyager Passport (ESSER Strong Evidence). Teachers selected to deliver Summer Reading Camp instruction are highly effective, as determined by their evaluation, and have their Reading Endorsement or certification.

Students will also utilize additional supplemental curricular materials identified below:
- Students will complete a STAR Reading Assessment as a Pre and Post Assessment.
- Students will complete an Amira Assessment as a Pre and Post Assessment.
- Students will also access their independent learning paths from i-Ready to increase proficiency in reading. iReady has promising ESSA evidence.
- Amira will be used to help increase fluency.

**Alternative Assessment Used:**

Students will complete a STAR Reading Assessment as a Pre and Post Assessment.

**Additional Information (optional):**

The anticipated teacher/student ratio will be 1:15.

**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.** |
| Summer Expanded Learning is a virtual program that is offered to all K-5 students. Families of kindergarten through 5th grade students will be notified and provided the opportunity to register their child(ren). During this virtual program which runs Monday-Thursday, students will be able to remediate/enrich their learning by work in their individualized i-Ready student learning path 45 minutes weekly. |

| Grades 6-8 |
| --- |

**8. Grades 6-8 Assessments**

| FAST | | | | |
| --- | --- | --- | --- | --- |
| **Name of the Assessment** | **Target Audience** | **What component of reading is assessed?** | **Assessment Type** | **How often is the data collected?** |
| FAST ELA Reading | ☒ Grade 6 <br> ☒ Grade 7 <br> ☒ Grade 8 | ☒ Vocabulary <br> ☒ Comprehension | ☒ Screening <br> ☒ Progress Monitoring <br> ☒ 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 Assessments | | | | |
|---|---|---|---|---|
| Name of the Assessment | Target Audience | What component of reading is assessed? | Assessment Type | How often is the data collected? |
| Other District Assessment<br><br>**District Developed Exemplar Formative Assessments**<br><br>ELA Exemplar | ☐ Grade 6<br>☐ Grade 7<br>☐ Grade 8<br>☒ All Students<br>☐ Select Student | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☐ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☒ Other-2x quarterly |
| Other District Assessment<br><br>**District Developed Exemplar Formative Assessments Intensive** Reading Exemplar | ☐ Grade 6<br>☐ Grade 7<br>☐ Grade 8<br>☐ All Students<br>☒ Select-Students-FAST ELA L2 students enrolled in Intensive Reading | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☐ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☒ Quarterly1x<br>☐ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other-2x quarterly |
| Other District Assessment<br><br>**Read 180/Read 180 Code NWEA MAP Growth** | ☐ Grade 6<br>☐ Grade 7<br>☐ Grade 8<br>☐ All Students<br>☒ Select-Students-FAST ELA L1 students enrolled in Intensive Reading | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☐ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly1x<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other-2x quarterly |
| Other District Assessment<br><br>**Language Launch** | ☐ Grade 6<br>☐ Grade 7<br>☐ Grade 8<br>☐ All Students<br>☒ Select-Students-ELL Newcomers | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☐ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly1x<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed |

| Additional Assessments | | | | |
|---|---|---|---|---|
| Name of the Assessment | Target Audience | What component of reading is assessed? | Assessment Type | How often is the data collected? |
| | | | | ☐ Other-2x quarterly |

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

The district follows a structured process to identify students in grades 6–8 who may require Tier 2 or Tier 3 interventions. Initially, state progress monitoring data is analyzed to determine which students are not meeting grade-level expectations and benchmarks. Students identified through this data are then assessed using a research-based reading program placement test. This assessment helps determine the specific interventions needed to support each student's academic growth. Once placed in the appropriate intervention, students are closely monitored using weekly program data as well as district common assessments to ensure progress and make adjustments as necessary.

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

Effectiveness of Tier 1 instruction is monitored by District leadership, Reading Coaches, School Administrators, and Instructional Leadership Teams. These teams will conduct classroom walkthroughs to assess the alignment of instruction with grade-level standards and benchmarks. Classroom walkthrough tools, such as GRADES 6-12 LITERACY INSTRUCTION PRACTICE PROFILE, may be used to identify areas of instructional strength and opportunities. Data analysis will involve triangulating multiple sources, including progress monitoring data, formative assessments (Exemplars), and student work samples. Professional Learning Communities (PLCs) will evaluate instructional alignment with the BEST ELA Standards and review student performance. Additionally, district literacy leaders will participate in scoring and calibrating performance tasks, as well as analyzing curriculum benchmarks, which will be used as common assessments across all three strands of the BEST ELA Standards.

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

Effectiveness of Tier 2 instruction is monitored through district and state progress monitoring tools. In addition, curriculum tools available to all teachers include: standards tracker, standards mastery, and reteach/reassess trackers.

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

Effectiveness of Tier 3 instruction is monitored through district and state progress monitoring tools. In addition, curriculum tools available to all teachers include: standards tracker, standards mastery, and reteach/reassess trackers, program specific data tracker. Frequency of progress monitoring increases during Tier 3 interventions though the use of small group instruction, and an additional instructional block of dedicated daily. In addition to receiving Tier 1 and Tier 2 interventions is core curricular classes, students receiving Tier 3 interventions are scheduled to Intensive Reading. This 47 minute class is scheduled daily in addition to their grade level ELA course and specifically monitors and tracks foundational skills through small group instruction and student software apps.

| 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: |
|---|
| Most recent FAST ELA score of level 3, 4, or 5 and/or Spring progress monitoring indicates students are reading on grade level.<br><br>If students do not have previous state assessment score, administer HMH NWEA Assessment. The MAP Growth of 31st Percentile and above are considered to be on or above grade level. |

| List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. |
|---|
| FAST Scale Score:<br>● Grade 6: 225-236<br>● Grade 7: 232-241<br>● Grade 8: 238-250 |

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

To ensure the effectiveness of Tier 1 instruction, the district has procedures in place to regularly analyze formative assessment data. When this data indicates that students are not responding adequately to Tier 1 instruction, targeted supports are implemented to address learning gaps. Specifically, StudySync benchmark-based Spotlight Skill lessons and benchmark-based Reteach remediation lessons are made available for small group instruction. These resources allow teachers to provide focused, skill-specific support to students, helping to strengthen foundational understanding and improve overall instructional outcomes.

**Core Instruction**

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

| Name of Program | Year of Program Adoption |
|---|---|
| Florida Study Sync | **2022** |

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

Teachers will use state and district progress monitoring assessments formatives to identify students in need of teacher-led small group instruction and skills-based instruction and scaffolds. Students who score Level 2 on FAST or score below 70% on district created exemplars may need additional Tier 2 instructional support.

| Tier 1 Instruction + Tier 2 Interventions |
|---|

**Beginning of Year Data**

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

Most recent FAST ELA score of level 2.

If no state assessment score:

Administer HMH Growth Measures. The scores below indicate that the student is considered minimally below level:

HMH  R180 Growth Measures

- Grade 6: 401-924

- Grade 7: 401-969

- Grade 8: 401-1009

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

Interventions are provided daily (following instructional calendar).

**Number of minutes per intervention session:**

Each intervention session lasts approximately 47 minutes.

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

Tier 2 Interventions occur daily for students scheduled into  the following course codes:

- Grade 6: 1700000X

- Grade 7: 1700010X

- Grade 8: 1700020X

**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) |
|---|---|---|
| *StudySync* Units 5-6 | StudySync does not meet strong, moderate, or promising levels of evidence. | Instruction in Level 2 classes includes embedded interventions and instructional strategies and interventions as identified by the IES Practice Guide *Providing Reading Interventions for Students in Grades 4–9.* Instruction will includes Spiraled exposure to standards taught in the Tier |

| | | |
|---|---|---|
| | | 1 ELA block and teacher led-small groups. Instruction will be structured following the recommendations provided in this Practice Guide. Instruction will   routinely use a set of comprehension-building practices to help students make sense of text.  Additionally, the practice recommendations also include providing students with opportunities to practice making sense of stretch texts that will expose them to complex ideas and information. This recommendations are built into the program through the use of StudySync's first and close read process. Anohther recommendation is to teach students a routine for determining the gist of a short section of text. This instructional strategy is present in several ways such as Guided Notetakers, Think Questions, and Collaborative Discussion opportunities using the High Yield Instructional Strategy of Distributed Summarizing. The district will support and monitor implementation of this program through supporting teachers through PLCs and data analysis, providing professional learning opportunities to support these practices. Professional learning will be responsive to PLC needs. The district will continue to monitor evidence of effectiveness as measured by beginning of year, middle of year, and end of year assessments, program data from individual student learning paths, and formative assessments during teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions. <br><br> Students are scheduled into courses based on PY FAST scores. These scores correspond with levels of Tiered instructional support.  Students who receive Tier 2 interventions are scheduled into a course ending with an X which indicates the need for Tier 2 support. The supports built into our Tier 2 interventions focus on comprehension, and moving towards mastery of grade-level benchmarks. |

| | | Curriculum based interventions will include the following: |
| --- | --- | --- |
| | | <ul><li>Teacher-led small group instruction</li><li>Curriculum-provided scaffolds (Beginner, Intermediate, Intermediate-Advanced, and Approaching)</li><li>Foundational Skills – Word Study</li><li>Targeted Spotlight Skills for Reteaching Benchmarks</li><li>Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments (Exemplars) and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.</li></ul> |

**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) |
| --- | --- | --- |
| Mindplay Virtual Reading Coach (grades K-12) individualized reading prescription using systematic and explicit instruction. | Mindplay Virtual Reading Coach does not meet strong, moderate, or promising levels of evidence. | The following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model |

| | | allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring Mindplay Data and progress towards any associated IEP goal work.  Professional learning opportunities, including training, may be provided by the District ESE team. |
|---|---|---|
| **English Language Learners** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| **Language Launch** | Strong | Language Launch does not meet strong, moderate, or promising levels of evidence; however, the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School WWC Practice Guide Recommendations support the program.<br><br>These recommendations include: teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities, integrating oral and written English language instruction into content-area teaching, providing regular, structured opportunities to develop written language skills and providing small-group instructional intervention to students struggling in areas of literacy and English language development. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension of strategy instruction.  Additionally, the delivery model allows for intensive and individual instructional strategies to occur. Language Launch is specifically designed for newcomers to English or at early stages of English language proficiency. It aims to rapidly develop students' ability to use and understand both social and academic language using a variety of instructional activities. During instruction, students will have the opportunity to integrate written and spoken English language, and content-specific language. Explicit instruction in the four language domains: reading, writing, speaking, and listening is built |

| | | into the instructional resource provided to students using small-group instruction. |
| | | The district will support and monitor implementation of this program through use of Regional ESOL coaches. These coaches will review program data, and support instructional practices minimally once per quarter. Additionally, professional development opportunities will be offered quarterly through the use of ESOL Collaborative Sessions. Educators will have the opportunity to receive professional learning surrounding ESOL best practices, topics, and program specifics quarterly. |

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

Teachers will use state and district progress monitoring assessments formatives to identify students in need of teacher-led small group instruction and skills-based instruction and scaffolds. Students who score Level 1 on FAST or score below 60% on district created exemplars may need additional Tier 3 instructional support.

## 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:**

Most recent FAST ELA score of level 1.

No state assessment score:

Administer HMH R180 Growth Measure. A RIT score on NWEA MAP Growth of 195 or below is considered substantially below level.

HMH R180 NWEA MAP Growth 3x/year

- Grade 6: Lexile BR-600 or RIT score 195 or below

- Grade 7: Lexile BR-600 or RIT score 195 or below

- Grade 8: Lexile BR-600 or RIT score 195 or below

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

The interventions are provided daily (following instructional calendar).

**Number of minutes per intervention session:**

Each intervention session lasts approximately 47 minutes.

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

Tier 3 Interventions occur daily for students scheduled into the following course codes:

- Grade 6: 1000010R

- Grade 7: 1000012R

- Grade 8: 1000014R

- M/J Developmental Language Arts though ESOL-Reading: 10021810 Grades 6-8

**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) |
|---|---|---|
| *Read 180 (Read 180 Code)*<br><br>*Focused on foundational learning.* | Strong | Instruction in Level 1 classes includes embedded interventions and instructional strategies and interventions as identified by the WWC Practice Guide *Providing Reading Interventions for Students in Grades 4–9.* Instruction will include foundational standards instruction. These standards are not taught during Tier 1 or Tier 2 and will be presented in teacher led-small groups.Evidence of effectiveness is measured by program data from individual student learning paths, and formative assessments in teacher-led instruction. Small group instruction is differentiated through the use of student application and independent reading data. Effectiveness is measured by interim workshop assessments and end of workshop assessments. Triangulated data will be analyzed in PLCs with reading coaches and instruction will be adjusted as needed. These interventions may include:<br><br>● extended time<br><br>● small group or one-on-one instruction<br><br>● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions |

| | | ● time allotted is in addition to core instruction and Tier 2 interventions are standards-aligned |
| | | ● address gaps and reduce barriers to students' ability to meet Tier 1 expectations |
| | | ● provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills |
| | | ● provide multiple opportunities to practice the targeted skill(s) and receive feedback |
| | | ● occurs during time allotted in addition to core instruction |
| | | Students are scheduled into courses based on PY FAST scores. PY scores correspond with levels of Tiered instructional support.  Students who receive Tier 3 supports are scheduled into a course code ending with R. The instructional resources and program design specifically focus on foundational skills and closing instructional gaps.  Tier 3 teachers are required to have their reading certification or endorsement in order to provide interventions. |

**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) |
|---|---|---|
| Mindplay Virtual Reading Coach (grades K-12) individualized reading prescription using systematic and explicit instruction. | Mindplay Virtual Reading Coach does not meet strong, moderate, or promising levels of evidence. | The following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and |

| | | explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring Mindplay Data and progress towards any associated IEP goal work. Professional learning opportunities, including training, may be provided by the District ESE team. |
|---|---|---|
| **English Language Learners** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| **Language Launch** | Strong | Language Launch does not meet strong, moderate, or promising levels of evidence; however, the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School WWC Practice Guide Recommendations support the program.<br><br>These recommendations include: teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities, integrating oral and written English language instruction into content-area teaching, providing regular, structured opportunities to develop written language skills and providing small-group instructional intervention to students struggling in areas of literacy and English language development. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension of strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. Language Launch is specifically designed for newcomers to English or at early stages of English language proficiency. It aims to rapidly develop students' ability to use and understand both social and academic language using a variety of instructional activities. During instruction, students will have the opportunity to integrate written and spoken English language, and content-specific language. Explicit instruction in the four language domains: reading, writing, speaking, and listening is built |

| | | into the instructional resource provided to students using small-group instruction.

The district will support and monitor implementation of this program through use of Regional ESOL coaches. These coaches will review program data, and support instructional practices minimally once per quarter. Additionally, professional development opportunities will be offered quarterly through the use of ESOL Collaborative Sessions. Educators will have the opportunity to receive professional learning surrounding ESOL best practices, topics, and program specifics quarterly. |

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

When student data indicates limited progress despite Tier 2 interventions, students are moved to Tier 3 for more intensive, individualized intervention. Progress monitoring is conducted frequently, and data is closely reviewed to ensure that interventions are meeting the specific needs of each student.

School-based MTSS  teams meet regularly to review progress monitoring data for Tier 3 students. These teams work together to problem-solve and adjust intervention plans as needed. The goal is to ensure that the instructional strategies being used are effective and appropriately matched to the student's area of need.

If data shows that a student is not responding adequately to the current Tier 3 intervention, the team may recommend changes in the intervention program, increase the intensity or frequency of instruction, or involve additional support personnel. In some cases, additional evaluation may be considered to determine if the student qualifies for additional services, such as Exceptional Student Education (ESE).

The District also provides support from reading coaches and specialists, to help schools implement Tier 3 interventions with fidelity. These supports ensure that instruction is both research-based and aligned with the student's learning profile.

## Grades 9-12

13. **Grades 9-12 Assessments**

| FAST | | | | |
|---|---|---|---|---|
| Name of the Assessment | Target Audience (Grades 9-12) | What component of reading is assessed? | Assessment Type | How often is the data collected? |
| FAST ELA Reading | ☒ 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?** |
| Other District Assessment<br><br>**District Developed Exemplar Formative Assessments** | ☒ Grade 9<br>☒ Grade 10<br>☒ Grade 11<br>☒ Grade 12<br>☒ All Students<br>☐ Select Students | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☐ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☒ Other-as identified by Scope and Sequence |
| Read 180/Read 180 Code NWEA MAP Growth | ☒ Grade 9<br>☒ Grade 10<br>☐ Grade 11<br>☐ Grade 12<br>☐ All Students<br>☒ Select Student (Level 1 ELA FAST) | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☐ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| ChalkTalk | ☐ Grade 9<br>☐ Grade 10<br>☒ Grade 11<br>☒ Grade 12<br>☐ All Students<br>☒ Select Student (Level 1 or 2 ELA FAST) | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☐ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| Other District Assessment<br><br>Mango Languages (ELL) | ☒ Grade 9<br>☒ Grade 10<br>☒ Grade 11<br>☒ Grade 12<br>☐ All Students<br>☐ Select Students | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☐ Screening<br>☐ Progress Monitoring<br>☐ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |

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

The district utilizes a collaborative, data-informed process to identify high school students who require Tier 2 and Tier 3 academic interventions. The Academic Services team—comprised of representatives from

Exceptional Student Education (ESE), English Speakers of Other Languages (ESOL), and Multi-Tiered System of Supports (MTSS)—meets monthly to review relevant academic and behavioral data across schools.

During these meetings, the team analyzes school-level data to identify students demonstrating the need for additional support beyond core instruction. This includes patterns in assessment performance, course failures, attendance, and other key indicators. Based on this analysis, the team collaborates with school leadership to recommend targeted interventions and supports aligned to individual student needs.

Additionally, the team uses these monthly reviews to identify professional learning needs and plan development opportunities that strengthen school-based staff capacity to implement effective Tier 2 and Tier 3 interventions within the MTSS framework.

This ongoing, coordinated approach ensures that intervention decisions are timely, equitable, and responsive to the diverse needs of students in grades 9–12.

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

To ensure the effectiveness of Tier 1 instruction, the district has procedures in place to regularly analyze formative assessment data. When this data indicates that students are not responding adequately to Tier 1 instruction, targeted supports are implemented to address learning gaps. Specifically, StudySync benchmark-based Spotlight Skill lessons and benchmark-based Reteach remediation lessons are made available for small group instruction. These resources allow teachers to provide focused, skill-specific support to students, helping to strengthen foundational understanding and improve overall instructional outcomes.

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

Effectiveness of Tier 2 instruction is monitored through district and state progress monitoring tools. In addition, curriculum tools available to all teachers include: standards tracker, standards mastery, and reteach/reassess trackers.

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

Effectiveness of Tier 3 instruction is monitored through district and state progress monitoring tools. In addition, curriculum tools available to all teachers include: standards tracker, standards mastery, and reteach/reassess trackers, program specific data tracker. The effectiveness of Tier 3 interventions are monitored through formative software data, specifically performance in each zone, small group instruction, and independent reading quiz scores. Additionally, content based assessments can be used to track effectiveness of Tier 3 interventions. Students who are receiving Tier 3 interventions are scheduled into a separate instructional block of intensive reading daily. Each class period is 47 minutes, and these interventions are delivered daily in addition to Tier 1 and Tier 2 interventions that students receive in their grade level ELA course.

| 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:** |

| | |
|---|---|
| Student meets the following criteria at beginning of school year:<br><br>Most recent FAST ELA score of level 3, 4, or 5<br><br><br><br>No state assessment score:<br><br>Administer HMH NWEA MAP Growth.<br><br>The following measures are considered on or above level:<br><br>• A RIT  score of 31st Percentile and above on the HMH R180 NWEA MAP Growth | |

| |
|---|
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**<br><br><br>FAST PM 3 results indicate on grade level or above.<br><br>FAST Scale Score:<br><br>    ●   Grade 9: 242 or higher<br><br>    ●   Grade 10: 247 or higher |

| |
|---|
| **What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?**<br><br><br>To ensure the effectiveness of Tier 1 instruction, the district has procedures in place to regularly analyze formative assessment data. When this data indicates that students are not responding adequately to Tier 1 instruction, targeted supports are implemented to address learning gaps. Specifically, StudySync benchmark-based Spotlight Skill lessons and benchmark-based Reteach remediation lessons are made available for small group instruction. These resources allow teachers to provide focused, skill-specific support to students, helping to strengthen foundational understanding and improve overall instructional outcomes. |

| |
|---|
| **Core Instruction**<br><br>**Indicate the core curriculum utilized. Add additional rows as needed.** |

| Name of Program | Year of Program Adoption |
|---|---|
| Florida Study Sync | **2022** |

| |
|---|
| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**<br><br>Teachers will use state and district progress monitoring assessments formatives to identify students in need of teacher-led small group instruction and skills-based instruction and scaffolds. Students who score Level 2 on FAST or score below 70% on district created exemplars may need additional Tier 2 instructional support. |

| |
|---|
| <div align="center">**Tier 1 Instruction + Tier 2 Interventions**</div> |

| |
|---|
| **Beginning of Year Data** |

Most recent FAST ELA score of level 2.

No state assessment score: Administer NWEA MAP Growth. The following measures are considered minimally below level:

- RIT Score of 206-211 in Grade 9

- RIT Score of 212-218 in Grade 10

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

Interventions are provided daily (following instructional calendar).

**Number of minutes per intervention session:**

Each intervention session lasts approximately 47 minutes.

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

Tier 2 Interventions occur daily for students scheduled into  the following course codes:

- Grade 9: 1000412R/1000412S

- Grade 10: 1000414R/1000414S

**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) |
|---|---|---|
| *StudySync* Units 5-6 | StudySync does not meet strong, moderate, or promising levels of evidence. | Instruction in Level 2 classes includes embedded interventions and instructional strategies and interventions as identified by the WWC Practice Guide *Providing Reading Interventions for Students in Grades 4–9.* Instruction will includesSpiraled exposure to standards taught in the Tier 1 ELA block and teacher led-small groups. Instruction will be structured following the recommendations provided in this Practice Guide. Instruction will   routinely use a set of comprehension-building practices to help students make sense of text.  Additionally, the practice recommendations also include providing students with opportunities to practice making sense of stretch texts that will expose them to complex ideas and information. This recommendations are |

| | | built into the program through the use of StudySync's first and close read process. Anohther recommendation is to teach students a routine for determining the gist of a short section of text. This instructional strategy is present in several ways such as Guided Notetakers, Think Questions, and Collaborative Discussion opportunities using the High Yield Instructional Strategy of Distributed Summarizing. The district will support and monitor implementation of this program through supporting teachers through PLCs and data analysis, providing professional learning opportunities to support these practices. Professional learning will be responsive to PLC needs. The district will continue to monitor evidence of effectiveness as measured by beginning of year, middle of year, and end of year assessments, program data from individual student learning paths, and formative assessments during teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.<br><br>Students are scheduled into courses based on PY FAST scores. These scores correspond with levels of Tiered instructional support. Students who receive Tier 2 interventions are scheduled into a course ending with an X which indicates the need for Tier 2 support. The supports built into our Tier 2 interventions focus on comprehension, and moving towards mastery of grade-level benchmarks.<br><br>Curriculum based interventions will include the following: |
|---|---|---|

| | | |
|---|---|---|
| | | ● Teacher-led small group instruction |
| | | ● Curriculum-provided scaffolds (Beginner, Intermediate, Intermediate-Advanced, and Approaching) |
| | | ● Foundational Skills – Word Study |
| | | ● Targeted Spotlight Skills for Reteaching Benchmarks |
| | | ● Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments (Exemplars) and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions. |

**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) |
|---|---|---|
| Mindplay Virtual Reading Coach (grades K-12) individualized reading prescription using systematic and explicit instruction. | Mindplay Virtual Reading Coach does not meet strong, moderate, or promising levels of evidence. | The following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of |

| | | systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring Mindplay Data and progress towards any associated IEP goal work.   Professional learning opportunities, including training, may be provided by the District ESE team. |
|---|---|---|
| **English Language Learners** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| **Language Launch** | Strong | Language Launch does not meet strong, moderate, or promising levels of evidence; however, the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School WWC Practice Guide Recommendations support the program.

These recommendations include: teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities, integrating oral and written English language instruction into content-area teaching, providing regular, structured opportunities to develop written language skills and providing small-group instructional intervention to students struggling in areas of literacy and English language development. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension of strategy instruction.  Additionally, the delivery model allows for intensive and individual instructional strategies to occur. Language Launch is specifically designed for newcomers to English or at early stages of English language proficiency. It |

| | | aims to rapidly develop students' ability to use and understand both social and academic language using a variety of instructional activities. During instruction, students will have the opportunity to integrate written and spoken English language, and content-specific language. Explicit instruction in the four language domains: reading, writing, speaking, and listening is built into the instructional resource provided to students using small-group instruction. |
|---|---|---|
| | | The district will support and monitor implementation of this program through use of Regional ESOL coaches. These coaches will review program data, and support instructional practices minimally once per quarter. Additionally, professional development opportunities will be offered quarterly through the use of ESOL Collaborative Sessions. Educators will have the opportunity to receive professional learning surrounding ESOL best practices, topics, and program specifics quarterly. |

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

Teachers will use state and district progress monitoring assessments formatives to identify students in need of teacher-led small group instruction and skills-based instruction and scaffolds. Students who score Level 1 on FAST or score below 60% on district created exemplars may need additional Tier 3 instructional support.

| 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:**

Most recent FAST ELA score of level 1.

No state assessment score: Administer NWEA MAP Growth.

The following measures are considered substantially below level:

- RIT Score of below 195 or a Lexile measure of BR-600 for Grades 9-12

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

Interventions are provided daily (following instructional calendar).

**Number of minutes per intervention session:**

Each intervention session lasts approximately 47 minutes.

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

Tier 2 Interventions occur daily for students scheduled into the following course codes:

- Grade 9: 1000412R/1000412S
- Grade 10: 1000414R/ 1000414S
- Grade 11: 1000416G/10004163
- Grade 12: 1000416G/10004163
- Developmental Language Arts though ESOL-Reading: 1002381A and 1002381B

**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) |
|---|---|---|
| ***Read 180/(Read 180 Code)*** <br><br> ***Focused on foundational learning.*** | Strong | Instruction in Level 1 classes includes embedded interventions and instructional strategies and interventions as identified by the IES Practice Guide *Providing Reading Interventions for Students in Grades 4–9.* Instruction will include foundational standards instruction. These standards are not taught during Tier 1 or Tier 2 and will be presented in teacher led-small groups.Evidence of effectiveness is measured by program data from individual student learning paths, and formative assessments in teacher-led instruction. Small group instruction is differentiated through the use of student application and independent reading data. Effectiveness is measured by |

| | | | interim workshop assessments and end of workshop assessments.  Triangulated data will be analyzed in PLCs with reading coaches and instruction will be adjusted as needed. These interventions may include: |
| --- | --- | --- | --- |
| | | | ● extended time |
| | | | ● small group or one-on-one instruction |
| | | | ● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions |
| | | | ● time allotted is in addition to core instruction and Tier 2 interventions are standards-aligned |
| | | | ● address gaps and reduce barriers to students' ability to meet Tier 1 expectations |
| | | | ● provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills |
| | | | ●  provide multiple opportunities to practice the targeted skill(s) and receive feedback |
| | | | ● occurs during time allotted in addition to core instruction |
| | | | Students are scheduled into courses based on PY FAST scores.PY scores correspond with levels of Tiered instructional support.  Students who receive Tier 3 supports are scheduled into a course code ending with R. The instructional resources and program design specifically focus on foundational skills and closing instructional gaps.  Tier 3 teachers are required to have their |

| | | reading certification or endorsement in order to provide interventions. |
|---|---|---|

| **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)** |
| Mindplay Virtual Reading Coach (grades K-12) individualized reading prescription using systematic and explicit instruction. | Mindplay Virtual Reading Coach does not meet strong, moderate, or promising levels of evidence. | The following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations from this Practice Guide include strong levels of evidence for each recommendation. These recommendations include: providing explicit vocabulary instruction, providing direct and explicit comprehension strategy instruction and making intensive and individualized interventions for struggling readers. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. The district will support and monitor implementation of this program by monitoring Mindplay Data and progress towards any associated IEP goal work.   Professional learning opportunities, including training, may be provided by the District ESE team. |
| **English Language Learners** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| **Language Launch** | Strong | Language Launch does not meet strong, moderate, or promising levels of evidence; however, the Teaching Academic Content and Literacy to English Learners in Elementary and Middle |

| | | |
|---|---|---|
| | | School WWC Practice Guide Recommendations support the program. |
| | | These recommendations include: teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities, integrating oral and written English language instruction into content-area teaching, providing regular, structured opportunities to develop written language skills and providing small-group instructional intervention to students struggling in areas of literacy and English language development. These recommendations were built into the program through the use of systematic and explicit vocabulary and comprehension of strategy instruction. Additionally, the delivery model allows for intensive and individual instructional strategies to occur. Language Launch is specifically designed for newcomers to English or at early stages of English language proficiency. It aims to rapidly develop students' ability to use and understand both social and academic language using a variety of instructional activities. During instruction, students will have the opportunity to integrate written and spoken English language, and content-specific language. Explicit instruction in the four language domains: reading, writing, speaking, and listening is built into the instructional resource provided to students using small-group instruction. |
| | | The district will support and monitor implementation of this program through use of Regional ESOL coaches. These coaches will review program data, and support instructional practices minimally once per quarter. Additionally, professional development opportunities |

| | | will be offered quarterly through the use of ESOL Collaborative Sessions. Educators will have the opportunity to receive professional learning surrounding ESOL best practices, topics, and program specifics quarterly. |
|---|---|---|

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

When student data indicates limited progress despite Tier 2 interventions, students are moved to Tier 3 for more intensive, individualized intervention. Progress monitoring is conducted frequently, and data is closely reviewed to ensure that interventions are meeting the specific needs of each student.

School-based MTSS  teams meet regularly to review progress monitoring data for Tier 3 students. These teams work together to problem-solve and adjust intervention plans as needed. The goal is to ensure that the instructional strategies being used are effective and appropriately matched to the student's area of need.

If data shows that a student is not responding adequately to the current Tier 3 intervention, the team may recommend changes in the intervention program, increase the intensity or frequency of instruction, or involve additional support personnel. In some cases, additional evaluation may be considered to determine if the student qualifies for additional services, such as Exceptional Student Education (ESE).

The District also provides support from reading coaches and specialists, to help schools implement Tier 3 interventions with fidelity. These supports ensure that instruction is both research-based and aligned with the student's learning profile.

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 |
|---|---|---|
| **Literacy Coach Training** | **Literacy Coaches** | In addition, Literacy Coaches are provided training once per month to support them in their role and to provide them with more intensive training on the Science of Reading. Additionally, Literacy Coaches focus professional learning around understanding data protocols to help the coaches determine which teachers need more professional development in the area that the weak data indicates. The training also provides coaching strategies and scenarios. Mentor teachers are provided to schools through Peer Collaborative Teachers. In addition, the District Literacy Coaches and Content Specialists open their classrooms as model classrooms and allow teachers from other schools the opportunity to see them model virtually. When not teaching, the District Literacy Coaches and Content Specialists provide mentoring, coaching, and professional development to schools. The Curriculum team also provides updated links to the progress monitoring data that administrators and teachers can click on to get their most recent data. We also provide quarterly Leading and Learning training and each school has a member to attend for each grade level and/ or each core content area. These trainings analyze progress monitoring data, provide new standards information, and |

| | | allow teachers to share best practices. These team members then push into their school's PLC to provide the same learning to their peers. Each school requires team members to meet weekly in their Professional Learning Communities. During this time, they analyze data, share best practices, and plan instruction and support as data indicates. |
|---|---|---|

**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.

Science of Reading training is provided by University of Florida Lastinger Centers and has been available to administrators and educators. Additionally, Academic and Student Services communicates opportunities for teachers to earn credentials or micro-credentials through University of Lastinger Center. Additionally, we utilize the BEES portal as an option for educators to continue their education surrounding scientifically researched and evidence-based reading instruction. This year, Inservice Day does include a half day for teachers to select learning opportunities that meet their certification or endorsement needs.

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

The district offers professional learning opportunities surrounding assessment and progress monitoring. The Business Intelligence teams works collaboratively with Academic Services to support data analysis and creating actionable response plans which align with student data. Professional Learning offers opportunities including engagement, classroom management and New Art and Science of Teaching. Additionally, Academic Services provide a variety of professional learning opportunities including planning, benchmark alignment, item analysis, and task alignment. Coaches and administrators work with Regional Response teams to identify areas for support and support is differentiated based on specific areas where students, or educators, are excelling or need additional support.

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

Mentor teachers and model classrooms play a key role in building instructional capacity and fostering a culture of continuous improvement. School-based administrators identify mentor teachers on their campus and strategically consider the criteria of instructional expertise, leadership capacity, and relational skills. Administrators pair mentorr/mentee teachers based on these factors and often consider grade level or content area. Mentor teachers must complete Clinical Educator training prior to beginning their work as a mentor. Mentor/mentee teams meet and plan routinely. Model classrooms are developed to serve as demonstration sites where high-impact instructional strategies are consistently implemented. Model classrooms are often led by highly effective or effective teachers. Teachers visit to observe best practices such as classroom management, student engagement and evidence-based instructional practices. Each school determines their method of data collection based on the model classroom visits, but pre- and/or post-observation debriefs commonly occur with mentor teachers to discuss strategies, planning, and student outcomes.

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

Each school establishes a day/time for insructional teams to meet to plan or participate in professional learning. In addition, many schools use the professional services provided by Kelly Servies to secure guest teachers. These guest teachers are responsible for classroom instruction while teachers plan collaboratively for the upcoming week(s) of instruction using curricular resources.

**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 |
| --- | --- | --- |
| Before/After and Saturday tutoring programs | Students in K-5 who scored below a Level 2 on PM2 ELA FAST were invited. | Each elementary school is allocated funding according to their percentage of non-proficient students. Each school created a tutoring schedule and plan to meet the needs of their students. Tutoring curriculum and instruction were benchmark aligned based on student data from district created common assessments and PM2 FAST ELA FAST data. Elementary tutoring programs ran from January to May. |

**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.**

The Read at Home Plan will be shared through School Messenger and posted on the District and School websites in the Parent Portal. Parents have access to Destiny to determine which library books their child has been checking out. K-5 students that qualified for the New Worlds Reading Initiative received communication for how to register their child to receive books each month. Flyers and school messengers, as well as direct teacher communication are used to increase registrations. The District Literacy Team is responsible for monitoring the Parent Read at Home Plan. The Academic and Student Services team and the Communications team partner to ensure that the information is posted and updated as needed on the Parent Portal which is located on the District's website.

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

The District engages families with the New World's Reading Initiative. School based leadership promote the use of the resources and assist eligible families to sign up for free books to be sent to homes.

**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): Denise M. Carlin, Ed.D. | |
|---|---|
| Signature: | Date: |

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

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

In alignment with House Bill 1255 and section 1003.4201, Florida Statutes, our district is committed to prioritizing the assignment of highly effective teachers to kindergarten through grade 2—critical years for establishing foundational literacy skills.

The district uses multiple data points, including state evaluation ratings defined in classroom performance data, and instructional expertise in early literacy, to identify highly effective teachers.

Staffing decisions are guided by district policy and supported by school-based leadership teams. When vacancies occur or new K–2 positions are created, Organizational Development and Retention works collaboratively with principals to match highly effective candidates to these roles.

This targeted approach ensures that our youngest learners receive instruction from the most skilled educators, improving the likelihood of reading proficiency by third grade and setting the foundation for long-term academic success.

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 |
|---|---|
| *DMC* | 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. |
| *DMC* | 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. |
| *DMC* | 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. |
| *DMC* | d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable. |
| *DMC* | e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C. |
| *DMC* | 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. |
| *DMC* | g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading. |
| *DMC* | h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities. |
| *DMC* | 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):
Denise M. Carlin, Ed.D.

Signature: *Denise M. Carlin*

APPROVED
JUL 2 9 2025
SCHOOL BOARD OF
LEE COUNTY

Date: 7/29/2025