

District Comprehensive Evidence-Based Reading Plan Levy County - Board Approved 7/31/25

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

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

1. Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Darby Allen	darby.allen@levyk12.org	352-486-5231
Data Element	Melissa Lewis	melissa.lewis@levyk12.org	352-486-5231
Third Grade Promotion	Darby Allen	darby.allen@levyk12.org	352-486-5231
Multi-Tiered System of Supports	Darby Allen	darby.allen@levyk12.org	352-486-5231
ESOL/MTSS	Maria Anderson	maria.anderson@levyk12.org	352-486-5231
Pre-K	Rebecca Childs	rebecca.childs@levyk12.org	352-486-5231
Exceptional Student Education	Marcy Young	marcy.young@levyk12.org	352-486-5231

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	\$163,115.49	2.32
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	\$5000	
Third-grade summer reading camps	\$7123.83	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches	\$188,336.25	2.19
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	\$15,649.40	
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	\$1,530.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	0	
Other – Please Describe (Add additional rows as needed.)		
Children’s Literature Comprehensive Database- Access to professional reviews and other collection management features to help build school and classroom libraries that support BEST standards instruction and meet the requirements of Florida Statutes.	\$2020	
Beanstack - Providing teachers with the Classroom Library Connector in order to participate in district reading initiatives, while utilizing the titles in their classroom libraries to promote a love of reading.	\$1341	
UFLI Foundations Partnership- The UFLI Foundations team provides ongoing support, professional learning, coaching, etc., to ensure a high level of implementation of UFLI Foundations as our core phonics program in K-2 and as an intervention for 3rd grade.	\$6,000	
Estimated Sum of Expenditures	\$390,115.97	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	3%	1%	87%	90%

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

The district is committed to enhancing early literacy outcomes for VPK students through a data-informed approach that identifies key learning gaps and implements targeted interventions. Teachers will use ongoing formative assessment data to identify students needing additional support and provide small-group instruction tailored to specific skill deficits.

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

FAST				
Grade Level 2024-25	Percent of students @ level 1 2024-25	Goal for 2025-26	Percent of students @ level 3+ 2024-25	Goal for 2025-26
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	13	8	59	64
1*	32	27	49	64
2	26	21	46	57
3	24	19	51	57
4	25	20	53	57
5	19	14	48	57
6	20	15	57	60
7	23	18	56	64
8	24	19	51	60
9**	25	20	47	57
10**	23	18	45	57
*1 st grade – combined kids with Early Literacy score and reading score; only counted them once				
**9 th & 10 th grade – first test takers only (FAST score used regardless of grade level tested)				

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 who are 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	FAST (K-5) data is collected and reviewed three times per year. i-Ready Diagnostic data is collected and reviewed three times a year. Oral Reading Fluency- In grades 1st-3rd, this is collected monthly and reviewed quarterly. In grades 4th-5th, it is collected and reviewed three times per year. Standards-Based Report Card Assessment Data- It is collected in an ongoing process at the school level, but is reviewed quarterly at the district level via a shared spreadsheet in Performance Matters. 3rd-5th Grade Common Comprehension Assessments- For every unit, students take a common comprehension assessment; this data is reported via Performance Matters in real-time, but is reviewed at least quarterly.	FAST (K-5) data is collected and reviewed three times per year. i-Ready Diagnostic data is collected and reviewed three times a year. Oral Reading Fluency- In grades 1st-3rd, this is collected monthly and reviewed quarterly. In grades 4th-5th, it is collected and reviewed three times per year. Standards-Based Report Card Assessment Data- It is collected in an ongoing process at the school level, but is reviewed quarterly at the district level via a shared spreadsheet in Performance Matters. 3rd-5th Grade Common Comprehension Assessments- For every unit, students take a common comprehension assessment; this data is reported via Performance Matters in real-time, but is reviewed at least quarterly. Teacher Gradebooks are reviewed quarterly or more frequently as needed.

Actions for continuous support and improvement	Monthly Administrator Workshops- Data is reviewed throughout the year via these meetings. School administrators engage in work around their Comprehensive Needs Assessment (CNA) and School Improvement Plans (SIP) regularly, which requires the review of these data sources and the ongoing creation/monitoring of action plans to address the data. The structure and time are provided in these settings, so that district personnel are available to lend support. Monthly Reading Coach meetings- Coaches from each school meet monthly and review data at least quarterly. The group problem solves around data trends and develops support plans for teachers and students to address identified needs. Coaches also meet quarterly for professional development to develop their coaching skills to better improve global instruction in our district.	School Literacy Leadership Teams and/or Lead Teams meet regularly to review data and problem solve around identified needs. Schools establish intervention structures in response to the data and meet at least three times a year to review Tier 1, Tier 2, and Tier 3 supports for students. Intervention group data (Tier 2 & Tier 3) is also reviewed at least monthly in Problem-Solving Team (PST) meetings. District instructional personnel are available to support schools to meet individual needs on their campuses.
Grades 6-8 Data that will be collected and frequency of review	District Level IXL Diagnostic- It is collected and reviewed three times a year via a district Snapshot window. FAST- This is collected and reviewed three times per year. Lexia PowerUp- For 6th-8th grade Intensive Reading students- Students take an initial diagnostic and are then ongoingly assessed over the course of the school year. Data is reviewed at least three times per year. Common Comprehension Assessments- For every unit, students take a common comprehension assessment, this data is reported via Performance Matters in real-time, but is reviewed at least quarterly.	School Level IXL Diagnostic- It is collected and reviewed three times a year via a district Snapshot window. FAST- This is collected and reviewed three times per year. Lexia PowerUp- For 6th-8th grade Intensive Reading students- Students take an initial diagnostic and are then ongoingly assessed over the course of the school year. Data is reviewed at least three times per year. Common Comprehension Assessments- For every unit, students take a common comprehension assessment, this data is reported via Performance Matters in real-time, but is reviewed at least quarterly. Teacher Gradebooks are reviewed quarterly.
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Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	IXL Diagnostic- It is collected and reviewed three times a year via a district Snapshot window. FAST For grades 9-10, this is collected and reviewed three times per year. Common Comprehension Assessments- For every unit, students take a common comprehension assessment, this data is reported via Performance Matters in real-time, but is reviewed at least quarterly.	IXL Diagnostic- It is collected and reviewed three times a year via a district Snapshot window. FAST- - For grades 9-10, this is collected and reviewed three times per year. Common Comprehension Assessments- For every unit, students take a common comprehension assessment, this data is reported via Performance Matters in real-time, but is reviewed at least quarterly. Teacher Gradebooks are reviewed quarterly or more frequently as needed.
Actions for continuous support and improvement	Monthly Administrator Workshops- Data is reviewed throughout the year via these meetings. School administrators engage in work around their Comprehensive Needs Assessment (CNA) and School Improvement Plans (SIP) regularly, which requires the review of these data sources and the ongoing creation/monitoring of action plans to address the data. The structure and time are provided in these settings, so that district personnel are available to lend support. Monthly Reading Coach meetings- Coaches from each school meet monthly and review data at least quarterly. The group problem solves around data trends and develops support plans for teachers and students to address identified needs. Coaches also meet quarterly for professional development to develop their coaching skills to better improve global instruction in our district.	School Literacy Leadership Teams and/or Lead Teams meet regularly to review data and problem solve around identified needs. Schools establish intervention structures in response to the data and meet at least three times a year to review Tier 1, Tier 2, and Tier 3 supports for students. Intervention group data (Tier 2 & Tier 3) is also reviewed at least monthly in Problem-Solving Team (PST) meetings. District instructional personnel are available to support schools to meet individual needs on their campuses.

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.

- Professional learning to support year three implementation UFLI Foundations in Grades K-2, with a focus on orthographic mapping, the importance of decoding and encoding, increasing students' fluency through practice using decodable text to decode, and spelling (writing) to encode.
- Professional learning to support implementation of UFLI Foundations in 3rd Grade as a core phonics program (if data indicates that it is needed) or as an intervention.
- Professional learning for Secondary ELA teachers on incorporating small group instruction within their instructional time to provide targeted support.
- The integration of a new intervention program (Focused Reading Intervention - face to face, not electronic) in middle school to ensure foundational skills are truly remediated to allow more effective comprehension instruction.
- Goal setting at the school/classroom level around the use of certain programs (Lexia Power-Up,, and Membean) meant to target deficits to ensure fidelity of usage.

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

The district maintains a clear and consistent expectation for at least four classroom walkthroughs per class per year, one or two formal evaluations, and at least two school-wide learning walks focused on explicit instruction. These walkthroughs/observations are conducted by school-based administrators and focus on capturing instructional practices aligned with Domains 2 and 3 of the Danielson Framework. Data from these observations is collected electronically and reviewed regularly.

The Director of Accountability compiles walkthrough data monthly, and any concerns that arise are addressed collaboratively by the District Instructional Team. In addition to school-level review, the District Instructional Team conducts a quarterly analysis of the data. If necessary, data collection can be increased based on input from school administrators or the District Instructional Team.

Classroom walkthrough insights are shared and discussed during monthly administrator meetings, with an emphasis on identifying and sharing best practices. The data is also disaggregated to highlight instructional trends and identify areas in need of support, which in turn informs targeted professional development planning.

Each school has a Problem-Solving Team (PST) that meets at least once per nine weeks. In collaboration with school administrators, the PST uses walkthrough data to address areas requiring improvement. These findings are also reviewed during district administrator meetings, where leadership teams establish goals and determine relevant professional learning opportunities.

Additionally, principals and reading coaches meet at least monthly to address concerns related to the fidelity of the reading block and implementation of the K-12 Reading Plan, ensuring alignment with district priorities and instructional goals.

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

Principals use a shared district spreadsheet via Performance Matters to capture district-level progress monitoring data and state FAST data, which is all reviewed at the school level with grade-level teams and at the district level with

the District Instructional Team at least quarterly; it provides insight on any needs that may need to be addressed. This is woven into the School Improvement Plans, and plans are also monitored no less than quarterly with district level “data chats.” Core instruction is adjusted based on these data reviews. Furthermore, interventions are evaluated at the school level at least quarterly through Problem Solving Teams, and adjustments are made based on the available progress monitoring data.

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

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

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

☒ Yes

☐ No

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

N/A

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

At the beginning of the school year, the approved K–12 Reading Plan—along with the JRF Coaching Model and the Levy County Reading Coach job description—will be shared with all administrators. During this session, principals will receive a detailed overview of the expectations and responsibilities of reading coaches.

Ongoing communication about the coaching model continues throughout the year during monthly administrator meetings. These meetings provide opportunities to highlight reading coach initiatives, share evidence of shifts in instructional practice, and reinforce the positive impact of coaching on teacher effectiveness and student outcomes.

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

Coaches will have quarterly opportunities for professional development, in addition to their monthly cohort meetings, and will receive ongoing individual support via the District Literacy Coordinator.

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

During the 2025-2026 school year, reading coaches will meet monthly as a cohort. The meeting agendas will be built to emphasize high-priority and high-impact activities that should be occurring at that point during the school year.

In order to help coaches prioritize coaching, data-based planning with teachers, and responsive professional development, administrators and coaches are encouraged to set goals around the number of coaching cycles, professional learning sessions, etc., that will be conducted over the course of the year, and this is monitored in relation to their personal evaluation.

Furthermore, individual coaching for the coaches will be provided by the District Literacy Coordinator based on need throughout the year.

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

Reading coaches maintain weekly logs that document their time and coaching activities. These logs are reviewed monthly by the District Literacy Coordinator to ensure alignment with district goals and to monitor the effectiveness of coaching support.

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

The district measures the effectiveness of literacy coaches through a comprehensive evaluation system that balances student outcomes, coaching practices, and instructional leadership.

Thirty-four percent (34%) of a coach's evaluation is based on measurable outcomes tied to school and coaching priorities:

- **25% is based on school-wide ELA proficiency**, reflecting the coach's impact on improving student achievement through modeling, data analysis, and support for high-quality instruction.
- **25% is based on ELA FAST learning gains**, recognizing the coach's role in using assessment data to guide instructional adjustments and promote student growth.
- **25% is based on the completion of four full coaching cycles per year**, which include goal-setting, co-teaching, feedback, and reflection with teachers.
- **25% is based on collaborative planning with teachers**, as documented through coaching logs, to ensure alignment with standards and evidence-based strategies.

(These four areas are equally weighted within the 34% portion of the evaluation.)

The remaining 66% of the evaluation is based on the Instructional Specialist Danielson Rubric. This rubric evaluates the coach's professional knowledge, instructional planning, support for adult learners, and reflective practices. It ensures that coaching effectiveness is also measured through professional behaviors, communication, and leadership.

4. Assessment, Curriculum and Reading Instruction

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

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

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

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

Within the district's most recent strategic plan, the first objective is centered around the priority area of Student Achievement; goals are broken down as follows: 1. Performance & Growth: Increase student achievement, resulting in improvements for each school's learning gains and grade level proficiency rates. 2. Closing the Gap: Provide equity and excellence of education by increasing overall performance and eliminating the gaps among subgroups. 3. Achieve the District's mission for college and career readiness by providing appropriate supports for student progression in order to increase graduation rates.

In general, a regular phrase in Levy county is "all students." Although we fully recognize the various subgroups and certainly target certain activities around what's good for groups of students, we also espouse the concept that we serve ALL students regardless of their subgroup status.

For Goal 1, Levy County School District has implemented School Improvement days, which allow for collaborative planning and decision making among teachers around instruction, assessment and data analysis. These planning days and additional planning time at the school level allow a seamless integration of the six areas of reading, various assessment methods, and also sound core instruction. Further, we have streamlined the instructional materials adoption process to ensure high quality curriculum is used in all classrooms to better facilitate growth and Tier 1 instruction.

For Goal 2, we have processes and procedures in place to help close the achievement gap through MTSS identification and interventions. We provide interventions for ALL students (including those with disabilities and English language learners). We also are an AVID district, which encourages the regular analysis of subgroup data and eliminates barriers for underrepresented subgroups. Further, we have a strong School Improvement Process (SIP) requiring not only SMART goals, but also the regular monitoring of those goals at the school and district level. The SIP requires that school leadership teams analyze their overall data and subgroup data to design goals and strategies for the elimination of achievement gaps among groups of students.

Goal 3 is supported heavily in Levy through our District Director of AVID and Career and Technical Education (CTE) and the department as a whole. College and Career readiness is part of the AVID curriculum both for the elective (some students) and for school-wide implementation (ALL students). Our district maintains multiple CTE Pathways per school with meaningful, engaging activities to keep students engaged in learning about College and Career readiness. Further, our district utilizes Xello in all grade levels to support

In addition to improving student achievement, our Human Resource goals are as follows: 1. Strengthen the recruitment, onboarding and retention of highly effective employees. 2. Build teacher and leadership capacity at all levels. Both of these are accomplished through high quality professional learning and coaching. We have an innovative mentoring program with mentors devoted to supporting new teachers, and a strong academic team to provide professional learning around explicit instruction, AVID strategies, MTSS, Special Education, all content areas, technology, and so much more.

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

The district's public school PreK program is committed to ensuring that every child, regardless of background or ability, receives a high-quality, developmentally appropriate early learning experience. Our plan is structured around four key components: assessment, standards, instruction, and support. This comprehensive approach ensures that the diverse academic and developmental needs of all learners are addressed effectively and equitably.

1. Assessment

Our assessment plan is designed to monitor student progress, inform instruction, and identify areas of need early in the year:

- **Progress Monitoring for VPK:** All VPK students participate in state-approved VPK assessment at the beginning, middle, and end of the year to measure growth in early literacy and numeracy skills. Teachers also use observational checklists, anecdotal notes, and performance tasks aligned with Florida Early Learning and Developmental Standards to document student learning throughout the year.
- **Progress Monitoring for ESE Students:** ESE students are assessed using individualized progress monitoring aligned with their Individualized Education Plans (IEPs), ensuring accommodations and modifications are in place. They are also monitored using the Child Outcome Summary Process to ascertain growth in all domain areas using the Florida Early Learning and Developmental Standards.

2. Standards

Our curriculum is aligned with the Florida Early Learning and Developmental Standards – Birth to Kindergarten, ensuring high expectations and consistent learning goals across all PreK classrooms. Instruction is planned using backward design to ensure alignment with developmental benchmarks across key domains—cognitive, language, literacy, mathematics, physical, and social-emotional development. Standards are implemented in flexible ways to meet the varied needs of general education, ESE, and multilingual learners while maintaining a focus on age-appropriate outcomes.

3. Instruction

Instruction across all PreK programs is grounded in developmentally appropriate, evidence-based practices:

- **Whole Group, Small Group, and Individualized Learning:** A balanced instructional model is used to provide both core experiences and differentiated support based on student need.
- **Inclusive Classrooms:** Students with disabilities are included to the greatest extent appropriate, with support facilitation, visual supports, and adaptive materials provided to ensure access and equity.
- **Literacy and Language Focus:** Daily instruction includes interactive read-alouds, shared writing, phonological awareness activities, and structured language play to build foundational literacy skills.
- **Intentional Play-Based Learning:** Teachers create engaging environments where learning through play is purposeful and aligned to standards.

4. Support Systems

A comprehensive system of support ensures that students, families, and teachers have the resources they need to succeed:

- **Multi-Tiered System of Supports (MTSS):** Early interventions are provided based on student performance data, including Tier 2 and Tier 3 supports in literacy, language, and behavior development.
- **ESE Services:** Students identified with exceptionalities receive specially designed instruction and related services in accordance with their IEPs, provided by certified specialists in collaboration with general education teachers.
- **Family Engagement:** Families are valued as essential partners. The district offers regular communication, home learning activities, and transition-to-kindergarten support.
- **Professional Development:** All PreK staff receive ongoing professional development in early childhood pedagogy, inclusive practices, behavior strategies, and cultural responsiveness.

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

The district's public school PreK program uses a comprehensive, developmentally appropriate suite of instructional materials designed to support all areas of early learning and meet the needs of diverse learners. Materials are aligned with the Florida Early Learning and Developmental Standards – Birth to Kindergarten and are selected to ensure accessibility, engagement, and inclusion for VPK and PreK ESE students.

- **State-Approved VPK Curriculum:** The program implements *The Creative Curriculum for Preschool*, a research-based, state-approved curriculum that aligns with Florida VPK standards and supports whole-child development. These curricula emphasize hands-on, inquiry-based learning with daily opportunities for literacy, math, science, and social-emotional development.

- **Literacy Materials:** High-quality children’s literature (fiction and nonfiction) is integrated throughout instruction to support language development, comprehension, and vocabulary. Materials to build phonological awareness, alphabet knowledge, and oral language include manipulatives (e.g., magnetic letters, sound cards), songs, rhymes, and big books. Structured phonological awareness routines are embedded using tools like Kickstart Literacy, Heggerty, or Florida Center for Reading Research (FCRR) early literacy resources.
- **Mathematics Materials:** Hands-on math manipulatives such as counting bears, pattern blocks, unifix cubes, and ten frames are used to teach number sense, classification, patterns, and geometry. Math is integrated into centers and play, using real-life scenarios and visual supports to scaffold understanding. Small group math lessons are available through Hand2Mind supplemental curriculum materials.
- **Adapted and Accessible Materials:** Picture communication symbols (PCS), visual schedules, tactile books, and adapted writing tools are available for students with disabilities. Materials are modified as needed for sensory, physical, or cognitive needs as outlined in each child’s IEP. Students who are nonverbal or have limited verbal abilities have access to AAC devices, picture boards, or communication apps to support language development and participation.
- **Behavior and Social-Emotional Tools:** Tools such as *Second Step Early Learning*, *Conscious Discipline*, and *Zones of Regulation* are used to promote social-emotional learning and behavior self-regulation. Visual supports (e.g., emotion charts, first-then boards) are used daily to foster independence and emotional awareness.
- **Learning Centers and Classroom Materials:** Classroom environments are rich in print and hands-on materials that support independent exploration and teacher-guided learning across all developmental domains.

All instructional materials are thoughtfully selected and regularly reviewed to ensure alignment with standards, cultural responsiveness, accessibility, and developmental appropriateness. By integrating high-quality, inclusive, and engaging materials, the district’s PreK program ensures that all children are provided with the foundational skills necessary for kindergarten readiness and lifelong success.

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.](#)

When the mid-year progress monitoring assessment is given and a VPK student is identified as having a substantial deficiency in early literacy, targeted interventions are provided immediately, using a data-driven and child-centered approach. Targeted interventions are provided daily and use a multi-sensory approach with repeated practice and repetition. Progress is tracked using progress monitoring tools aligned to the Florida Early Learning and Developmental Standards and adjustments made as needed.

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

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

The Decision Trees must contain the following information:

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

- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

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?
iReady Diagnostic	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Oral Reading Fluency	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Standards-Based Assessments (Core programs)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Common Comprehension Assessments	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

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

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

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

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

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

Schools complete an MTSS plan for the year which includes the following: 1) identification of their MTSS and/or Problem Solving Team (PST), 2) intervention menu based on student needs (six components of reading), 3) assessments to evaluate the effectiveness of the intervention, and also 4) meeting structures to review students at each tier that allows more time for Tier 2 and Tier 3 group/individual review and problem solving. Schools use the MTSS process along with the decision trees to review the prior year's data (or current data if the student is new or in Kg) to identify those in need of interventions. Interventions are then designed for small groups or individuals with similar needs. Groups and plans are created within Branching Minds, which also serves as a monitoring tool. Individual Progress Monitoring Plans are developed for those with a substantial deficit. Students are then scheduled into the appropriate intervention schedule to allow for the level of intervention needed.

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

Schools complete an MTSS plan for the year which includes the following: 1) identification of their MTSS and/or Problem Solving Team (PST), 2) intervention menu based on student needs (six components of reading), 3) assessments to evaluate the effectiveness of the intervention, and also 4) meeting structures to review students at

each tier that allows more time for Tier 2 and Tier 3 group/individual review and problem solving. Schools use the MTSS process along with the decision trees to review the prior year's data (or current data if the student is new or in Kg) to identify those in need of interventions. Interventions are then designed for small groups or individuals with similar needs. Groups and plans are created within Branching Minds, which also serves as a monitoring tool. Individual Progress Monitoring Plans are developed for those with a substantial deficit. Students are then scheduled into the appropriate intervention schedule to allow for the level of intervention needed.

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

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

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

The district will review additional data sources for any student who scores at or below the 10th percentile on any administration of the FAST, which is also known as the Renaissance STAR Reading or Early Literacy test, (PM2 or PM3) or a level 1 on any FAST ELA test (PM2 or PM3) or who shows signs of dyslexia based on district-level data. The district will inspect decoding, encoding, fluency, and sometimes comprehension data and/or administer a dyslexia screener (i-Ready) to determine if the student is exhibiting signs of dyslexia. If the student displays signs of dyslexia, he/she will receive an Individual Progress Monitoring Plan along with Tier 2 and Tier 3 interventions immediately. The student will also be considered for additional screening as described below.

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

The district will further inspect decoding, encoding, fluency, and sometimes comprehension data and/or administer a dyslexia screener (i-Ready) to determine if the student is exhibiting signs of dyslexia. If the student displays signs of dyslexia, he/she will receive an Individual Progress Monitoring Plan along with Tier 2 and Tier 3 interventions immediately. Any student who exhibits characteristics of dyslexia shall be considered for further evaluation. If the student has been identified as a Student with Disability (SWD) and has a current psychoeducational evaluation, the student will be considered for reevaluation if needed. If the student does not have an IEP, the student will be considered for a psychoeducational evaluation through a Multi-Tiered System of Supports (MTSS) and problem-solving approach.

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

Lesson plans are reviewed by the principal bi-weekly. Core data is reviewed by the administration team and reading coaches monthly. Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, explicit instruction, and standards-based instruction. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine the health of core curriculum and instruction. Progress Monitoring data is compared to "this time last year" as well as end of the year goals to determine if MORE students are reaching proficiency and to make adjustments as needed.

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

Tier 2 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least quarterly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three

times a year to determine if students receiving Tier 2 interventions are closing the achievement gap and progressing toward grade level proficiency.

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

Tier3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least monthly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine if students receiving Tier 3 interventions are closing the achievement gap and approaching grade level proficiency; particular attention is paid to whether the students are applying what's taught in Tier 3 instruction to their every day work.

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:							
USE THIS AT THE BEGINNING OF THE YEAR TO DETERMINE STUDENTS' LEVEL OF SUPPORT!!!							
Reading - Beginning of the year - students with Spring Scores who were NOT retained; i-Ready score is from previous grade level							
current grade	Kg	1st	2nd	3rd	4th	5th	
Tier 1	see below	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 389	FAST PM3 = Level 3 and/or i-Ready D3 ≥439	FAST PM3 = Level 3 and/or i-Ready D3 ≥489	FAST PM3 = Level 3 and/or i-Ready D3 ≥517	FAST PM3 = Level 3 and/or i-Ready D3 ≥541	
Tier 2*	RETAINED Kg should be Tier 2 & Tier 3	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 388	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 438	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 488	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 516	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 540	KEY: D3 - Spring
Tier 3*	RETAINED Kg should be Tier 2 & Tier 3	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 371	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 416	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 465	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 489	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 516	
*Other factors to consider include previous retentions and state assessment score history.							
Reading - Beginning of the year - students with no Spring scores (Kg and new students); i-Ready scores is from the current grade level							
current grade	Kg	1st	2nd	3rd	4th	5th	

Tier 1	i-Ready D1 ≥ 335	i-Ready D1 ≥ 387	i-Ready D1 ≥ 434	i-Ready D1 ≥ 479	i-Ready D1 ≥ 517	i-Ready D1 ≥ 541	
Tier 2*	i-Ready D1 ≤ 334	i-Ready D1 ≤ 386	i-Ready D1 ≤ 433	i-Ready D1 ≤ 478	i-Ready D1 ≤ 516	i-Ready D1 ≤ 540	KEY: D1 - Fall
Tier 3*	i-Ready D1 ≤ 325	i-Ready D1 ≤ 370	i-Ready D1 ≤ 412	i-Ready D1 ≤ 452	i-Ready D1 ≤ 490	i-Ready D1 ≤ 517	

***Other factors to consider include previous retentions and state assessment score history.**

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

Maintain adequate performance on all classroom assessments/grades (70% or higher for grades 3-5 and 2 or 3 on report card ratings for grades k-2). AND maintain the scores outlined above and below for Tier 1 at the beginning and middle of the year.

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

District and school teams meet regularly to review core data, classroom walkthrough data, and explicit and UDL instructional practices. As a result of the problem solving sessions and data analysis meetings, professional development is planned for and provided and action plans are created to address necessary changes.

Core Instruction

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

Name of Program	Year of Program Adoption
Benchmark Advance, Moderate/Promising Evidence (Kg-1st)	Adopted 20-21; implemented 21-22
McGraw Hill Wonders (Grades 2-5)	Adopted 24-25; implemented 25-26
Curriculum Associates iReady	not adopted - supplemental
Story Champs-Oral Language- Kindergarten only - not "adopted," but used to supplement the core for Oral Language	n/a
Heggerty- Phonemic Awareness (Kindergarten and First Grade)- not "adopted," but used to supplement the core for PA	n/a
UFLI Foundations (K-3 only) - not "adopted," but used to supplement the core	2023-24
Core Connections Writing (3-5) - not "adopted," but used to supplement	2025-26

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

USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT!!! Do not wait if data indicate there is a need sooner!

Reading - MID year - i-Ready scores from mid-year diagnostic and normed to the Winter table

current grade	Kg	1st	2nd	3rd	4th	5th	
Tier 1	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 362	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 414	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 470	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 503	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 532	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 556	
Tier 2*	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 361	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 413	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 469	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 502	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 531	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 555	KEY: D2 - Winter

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*Other factors to consider include classroom performance and any other assessment data available.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

USE THIS AT THE BEGINNING OF THE YEAR TO DETERMINE STUDENTS' LEVEL OF SUPPORT!!!

Reading - Beginning of the year - students with Spring Scores who were NOT retained; i-Ready score is from previous grade level							
current grade	Kg	1st	2nd	3rd	4th	5th	
Tier 1	see below	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 389	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 439	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 489	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 517	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 541	
Tier 2*	RETAINED Kg should be Tier 2 & Tier 3	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 388	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 438	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 488	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 516	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 540	KEY: D3 - Spring
Tier 3*	RETAINED Kg should be Tier 2 & Tier 3	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 371	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 416	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 465	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 489	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 516	

*Other factors to consider include previous retentions and state assessment score history.

Reading - Beginning of the year - students with no Spring scores (Kg and new students); i-Ready scores is from the current grade level							
current grade	Kg	1st	2nd	3rd	4th	5th	
Tier 1	i-Ready D1 ≥ 335	i-Ready D1 ≥ 387	i-Ready D1 ≥ 434	i-Ready D1 ≥ 479	i-Ready D1 ≥ 517	i-Ready D1 ≥ 541	
Tier 2*	i-Ready D1 ≤ 334	i-Ready D1 ≤ 386	i-Ready D1 ≤ 433	i-Ready D1 ≤ 478	i-Ready D1 ≤ 516	i-Ready D1 ≤ 540	KEY: D1 - Fall
Tier 3*	i-Ready D1 ≤ 325	i-Ready D1 ≤ 370	i-Ready D1 ≤ 412	i-Ready D1 ≤ 452	i-Ready D1 ≤ 490	i-Ready D1 ≤ 517	

Number of times per week interventions are provided: 1 to 2 times per week (2 is recommended)

Number of minutes per intervention session: 20 minutes (minimum of 40 min/week)

Supplemental Instruction/Interventions

Name of Program

ESSA Evidence Level

Verbiage (as needed)

1) Heggerty Phonemic Awareness or Bridge the Gap: Heggerty does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number two -Develop awareness of the segments of sounds in speech and how they link to letters. This recommendation has strong evidence. Heggerty is a whole group routine where students are practicing via choral responses and hand motions the different areas of phonemic awareness (i.e. rhyming, beginning sounds, segmentation, oral blending, etc.) The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

2) UFLI Foundations: UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number two -Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence; and recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words, strong evidence. It is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with confidence through a multi-sensory approach. The district will support and monitor implementation of this program through program implementation training provided by the vendor and school-based reading coaches and the collection of school-based intervention progress monitoring data.

4) From Phonics to Reading: From Phonics to Reading does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words, strong evidence. From Phonics to Reading is whole class instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

5) Really Great Reading: Really Great Reading does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words. Really Great Reading utilizes instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

6) Word Connections: Word Connections does not meet strong, moderate or promising levels of evidence;

however, the following WWC Practice Guide recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, recommendation number one-Build students' decoding skills so they can read complex multisyllabic words and recommendation number two-Provide purposeful fluency-building activities to help students read effortlessly. Word Connections was developed for students in third grade and above who continue to experience challenges with word reading even though they have developed foundational decoding skills. The lessons focus on promoting automaticity with reading "big words." This approach to multisyllabic word reading integrates multiple opportunities for students to manipulate and read words. The district will support and monitor implementation of this program through training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

7) Wilson Reading System –Promising Evidence

8) Corrective Reading-Promising Evidence

9) 95 Percent Phonics Chips Kits: 95 Percent Phonics Chips Kits does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, strong evidence. The Phonics Chip Kit includes tools to build the phoneme-grapheme connection with multisensory components. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

10) Quick Reads – Strong Evidence

11) Curriculum Associates iReady Personalized Instruction (Reading), Moderate Evidence

12) Comprehension Toolkit Series (Heinemann): Comprehension Toolkit Series does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommendation one- Teach students how to use reading comprehension strategies, promising evidence; recommendation two-Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content, promising evidence. The Comprehension Toolkit Series focuses on using comprehension strategies to help students understand, respond to, and learn from nonfiction text following the gradual release model for all explicit lessons using nonfiction trade books. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

13) Story Champs-Oral Language: Story Champs does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number two- Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence. Story Champs focuses on teaching students narrative language skills and academic vocabulary connected to literary story structure, through multisensory means. The district monitors the implementation of story champs via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level. Teachers are trained on the program via their reading coach.

14) Interactive Read Aloud (Heinemann): Interactive Read Aloud does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommendation one, teach students how to use reading comprehension strategies, promising evidence; and recommendation 5, establish an engaging and motivating context in which to teach reading comprehension, promising evidence. Interactive Read Aloud uses grade appropriate trade books to engage students in rich discussion around vocabulary and narrative and

informational structures through a combination of guided conversations with reflective thinking. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

15) STARS/CARS (Curriculum Associates): STARS/CARS does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommendation one- Teach students how to use reading comprehension strategies, promising evidence, and recommendation two, teach students to identify and use the text's organizational structure to comprehend, learn, and remember, promising evidence. This explicit program uses the gradual release model to train students to apply 12 core reading comprehension strategies. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

16) Vocabulary Workshop (Sadlier): Vocabulary Workshop does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, recommendation number one- Provide explicit vocabulary instruction, promising evidence. Vocabulary Workshop is an explicit vocabulary program that teaches words in the context of real passages, while teaching students word learning strategies such as analyzing word parts, studying Greek and Latin roots, and multiple-meaning words. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

17) Magnetic Reading & Magnetic Reading Foundations (Curriculum Associates): Magnetic Reading does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words. Magnetic Reading Foundations is designed as a systematic and explicit program that follows a research-based sequence of instruction for all phonics (K-2) starting with letters and ending with multisyllabic words. Also from the IES Practice guide recommendation(s): Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommendation one- Teach students how to use reading comprehension strategies, recommendation two-Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content, and recommendation 5, establish an ongoing and motivating context in which to teach reading comprehension, promising evidence. Each text set in Magnetic Reading seeks to build knowledge around the content, while spotlighting BEST standards and explicitly instructing students on how to engage successfully with rigorous texts through guided discussion, graphic organizers, and text-dependent questioning. The district will support and monitor implementation of this program through program implementation training provided by the vendor and school-based reading coaches and the collection of school-based intervention progress monitoring data.

18) Curriculum Associates - i-Ready Personalized Instruction in Reading, including teacher assigned lessons and Tools for Scaffolding Comprehension – Moderate Evidence

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)
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All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.		
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English Language Learners							
Name of Program		ESSA Evidence Level			Verbiage (as needed)		
Summit K-12 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, strong evidence; recommendation 2, integrate oral and written English language instruction into content-area teaching, strong evidence. These recommendations were built into the program by an explicit, systematic, research-informed lessons, scaffolded, differentiated instruction, progress monitoring with personalized learning plans (PLPs) and multilingual support. The district will support and monitor implementation of this program through implementation training provided by the vendor and school-based reading coaches and the collection of school-based intervention progress monitoring data.							
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.							
UFLI Foundations uses a multisensory approach to teaching foundational reading skills, such as visual aids, auditory instruction, Elkonin boxes, etc., to support student learning.							
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:							
USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT!!! Do not wait if data indicate there is a need sooner!							
Reading - MID year - i-Ready scores from mid-year diagnostic and normed to the Winter table							
current grade	Kg	1st	2nd	3rd	4th	5th	
Tier 1	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 362	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 414	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 470	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 503	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 532	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 556	
Tier 2*	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 361	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 413	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 469	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 502	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 531	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 555	KEY: D2 - Winter
Tier 3*	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 349	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 397	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 437	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 475	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 508	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 529	
*Other factors to consider include classroom performance and any other assessment data available.							
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:							
USE THIS AT THE BEGINNING OF THE YEAR TO DETERMINE STUDENTS’ LEVEL OF SUPPORT!!!							
Reading – Beginning of the year – students with Spring Scores who were NOT retained; i-Ready score is from previous grade level							
Current grade	Kg	1 st	2 nd	3 rd	4 th	5 th	
Tier 1	See below	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 389	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 439	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 489	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 517	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 541	

						FAST PM3 =
Tier 3*	RETAINED Kg should be Tier 2 & Tier 3	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 371	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 416	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 465	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 489	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 516
* Other factors to consider include previous retentions and state assessment score history.						

Reading – Beginning of the year – students with no Spring scores (KG and new students); i-Ready scores is from the current grade						
Current grade	Kg	1st	2nd	3rd	4th	5th
Tier 1	i-Ready D1 ≤ 335	i-Ready D1 ≤ 439	i-Ready D1 ≥ 434	i-Ready D1 ≥ 479	i-Ready D1 ≥ 517	i-Ready D1 ≥ 541
Tier 2*	i-Ready D1 ≤ 334	i-Ready D1 ≤ 386	i-Ready D1 ≤ 433	i-Ready D1 ≤ 478	i-Ready D1 ≤ 516	i-Ready D1 ≤ 540
Tier 3*	i-Ready D1 ≤ 325	i-Ready D1 ≤ 370	i-Ready D1 ≤ 412	i-Ready D1 ≤ 452	i-Ready D1 ≤ 490	i-Ready D1 ≤ 517
* Other factors to consider include previous retentions and state assessment score history.						

Number of times per week interventions are provided: 2-5 times per week (at least 3 is recommended)

Number of minutes per intervention session: 20/min (minimum of 60 minutes/week)

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)
See evidence level above in the Tier 2 section for the first part of the list (with no evidence level listed):		
- Heggerty/Bridge the Gap (refer to pg. 20 for verbiage) - UFLI Foundations (refer to pg. 20 for verbiage) - Reading Horizons Discovery - From Phonics to Reading (refer to pg. 20 for verbiage) - Wilson Reading System - Promising - Corrective Reading - Promising - Quick Reads - Strong - Curriculum Associates i-Ready – Teacher-led lessons (refer to pg. 23 for verbiage) - Benchmark Advance (refer to pg. 21 for verbiage) - Comprehension Toolkit (Heinemann) (refer to pg. 22 for verbiage) - STARS/CARS (Curriculum Associates) (refer to pg. 22 for verbiage) - Vocabulary Workshop (Sadlier) (refer to pg. 22 for verbiage) - Story Champs (refer to pg. 22 for verbiage) - Phonics Chips Kits (refer to pg. 21 for verbiage) - Magnetic Reading & Magnetic Reading Foundations teacher-led lessons - (refer to pg. 23 for verbiage) - Curriculum Associates iReady - teacher assigned lessons and Tools for Scaffolding Comprehension - Moderate Evidence		

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)
All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K-12 – refer to pg. 23 for verbiage.		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. UFLI Foundations uses a multisensory approach to teaching foundational reading skills, such as visual aids, auditory instruction, Elkonin boxes, etc., to support student learning.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Tier 3 interventions are selected carefully for students based on their needs to ensure the intervention matches the need. Tier 3 interventions are monitored for fidelity and effectiveness as least monthly in Problem Solving Team meetings and in identifying the response to intervention by students. Interventions are monitored through walkthroughs, lesson plans, and data chats (to determine if the student is transferring knowledge from the intervention to core instruction/learning).		

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
All 3rd Grade students scoring a Level 1 on the 2026 FAST ELA will be invited to attend a 3rd Grade Summer Reading Camp, taught by highly effective, reading endorsed teachers. The camp will be four days a week for at least four weeks, from 8:30 am to 1:30 pm. The camp schedule includes a variety of whole group and small group instruction, as well as individual progress monitoring via fluency probes and iReady Reading lessons. Students can be promoted to 4th grade via the iReady diagnostic administered at the end of camp or the summer administration of the FAST.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): The primary curriculum being used is Focused Reading Intervention by TCM (ESSA Promising Evidence). This research-based program addresses key reading and literacy skills with exposure to a wide range of fiction and nonfiction texts and opportunities to use multiple strategies to process complex text. Students will strengthen foundational reading skills and comprehension of informational text and literature. In addition, the camp will utilize Building Vocabulary by

TCM (ESSA- Promising Evidence) which provides a systematic approach to teaching vocabulary and word awareness using Greek and Latin prefixes, suffixes, and bases.

Focused Reading Intervention (Teacher Created Materials) does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, strong evidence; recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, strong evidence; and recommendation 4, ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, moderate evidence. These recommendations were built into the program supported by explicit, systematic instruction grounded in the Science of Reading. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

Alternative Assessment Used: i-Ready Diagnostic

Additional Information (optional): n/a

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

Will the district implement this option?

☐ Yes ☒ No

If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
IXL Diagnostic (Snapshot 3x year and "updates" monthly)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
		☒ Comprehension		☐ As Needed ☐ Other
Lexia PowerUp Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other

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

Schools complete an MTSS plan for the year which includes the following: 1) identification of their MTSS and/or Problem Solving Team (PST), 2) intervention menu based on student needs (six components of reading), 3) assessments to evaluate the effectiveness of the intervention, and also 4) meeting structures to review students at each tier that allows more time for Tier 2 and Tier 3 group/individual review and problem solving. Schools use the MTSS process along with the decision trees to review the prior year's data (or current data if the student is new or in Kg) to identify those in need of interventions. Students at the secondary level are scheduled into an Intensive Reading class if they are in need of Tier 3 interventions. Interventions are then designed for small groups or individuals with similar needs. Groups and plans are created within Branching Minds, which also serves as a monitoring tool. Individual Progress Monitoring Plans are developed for those with a substantial deficit. Students are then scheduled into the appropriate intervention schedule to allow for the level of intervention needed.

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

Lesson plans are reviewed by the principal/designee monthly. Core data is reviewed by the administration team and reading coaches monthly. Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, explicit instruction, and standards-based instruction. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine the health of core curriculum and instruction. Progress Monitoring data is compared to "this time last year" as well as end of the year goals to determine if MORE students are reaching proficiency and to make adjustments as needed.

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

Tier 2 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least quarterly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine if students receiving Tier 2 interventions are closing the achievement gap and progressing toward grade level proficiency.

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

Tier3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least monthly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine if students receiving Tier 3 interventions are closing the achievement gap and approaching grade level proficiency; particular attention is paid to whether the students are applying what's taught in Tier 3 instruction to their every day work.

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:			
Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall score			
current grade	6th	7th	8th
Tier 1	IXL $\geq$ 560 and FAST is Level 3 or higher	IXL $\geq$ 660 and FAST is Level 3 or higher	IXL $\geq$ 760 and FAST is Level 3 or higher
Tier 2*	IXL $\leq$ 550 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 650 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 750 and FAST is Level 2 or Level 1 > 25th percentile
Tier 3*	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile
*Other Factors to consider include previous retentions and state assessment score history.			
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Maintain adequate performance on all classroom assessments/grades (70% or higher) AND maintain the scores outlined above and below for Tier 1 at the beginning and middle of the year.			
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? District and school teams meet regularly to review core data, classroom walkthrough data, and explicit and UDL instructional practices. As a result of the problem solving sessions and data analysis meetings, professional development is planned for and provided and action plans are created to address necessary changes.			
Core Instruction			
Indicate the core curriculum utilized. Add additional rows as needed.			
Name of Program		Year of Program Adoption	
myPerspectives - Savaas Learning		Adopted 2020-21; implemented 2022-23	
IXL (not adopted, but used to supplement the core)		n/a	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:			
USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT!!! Do not wait if data indicate there is a need sooner!			
Reading – MID year -IXL scores from mid-year snapshot and FAST PM2 (December)			
Current grade	6 th	7 th	8 th
Tier 1	IXL $\geq$ 560 and FAST is Level 3 or higher	IXL $\geq$ 660 and FAST is Level 3 or higher	IXL $\geq$ 760 and FAST is Level 3 or higher

Tier 3*	FAST PM 2 is Level 1 $\leq$ 10 th percentile																						
*Other factors to consider include classroom performance and any other assessment data available.																							
Tier 1 Instruction + Tier 2 Interventions																							
Beginning of Year Data																							
Students who meet the following criteria at the beginning of the school year:																							
<table border="1"> <tr> <th colspan="4">Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall score</th> </tr> <tr> <th>current grade</th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> <tr> <td>Tier 1</td> <td>IXL $\geq$ 560 and FAST is Level 3 or higher</td> <td>IXL $\geq$ 660 and FAST is Level 3 or higher</td> <td>IXL $\geq$ 760 and FAST is Level 3 or higher</td> </tr> <tr> <td>Tier 2*</td> <td>IXL $\leq$ 550 and FAST is Level 2 or Level 1 > 25th percentile</td> <td>IXL $\leq$ 650 and FAST is Level 2 or Level 1 > 25th percentile</td> <td>IXL $\leq$ 750 and FAST is Level 2 or Level 1 > 25th percentile</td> </tr> <tr> <td>Tier 3*</td> <td>FAST Level 1 or a Level 1 $\leq$ 25th percentile</td> <td>FAST Level 1 or a Level 1 $\leq$ 25th percentile</td> <td>FAST Level 1 or a Level 1 $\leq$ 25th percentile</td> </tr> </table>				Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall score				current grade	6th	7th	8th	Tier 1	IXL $\geq$ 560 and FAST is Level 3 or higher	IXL $\geq$ 660 and FAST is Level 3 or higher	IXL $\geq$ 760 and FAST is Level 3 or higher	Tier 2*	IXL $\leq$ 550 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 650 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 750 and FAST is Level 2 or Level 1 > 25th percentile	Tier 3*	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile
Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall score																							
current grade	6th	7th	8th																				
Tier 1	IXL $\geq$ 560 and FAST is Level 3 or higher	IXL $\geq$ 660 and FAST is Level 3 or higher	IXL $\geq$ 760 and FAST is Level 3 or higher																				
Tier 2*	IXL $\leq$ 550 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 650 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 750 and FAST is Level 2 or Level 1 > 25th percentile																				
Tier 3*	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile																				
*Other Factors to consider include previous retentions and state assessment score history.																							
Number of times per week interventions are provided: two or more																							
Number of minutes per intervention session: 20/session (at least 40/week)																							
Course(s) where interventions take place: MJ Language Arts 1, 2, or 3 (core) and/or MJ Intensive Reading																							
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)																				
Students will receive small group with the ELA teacher, intensive reading teacher, or reading coach to explicitly review and reteach benchmarks related to Core Instruction in conjunction with one of the following: MyPerspectives Interventions by Savvas- MyPerspectives does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, recommendation 1, build students' decoding skills so they can read complex multisyllabic words, strong evidence; recommendation 2, provide purposeful fluency-building activities to help students read effortlessly, strong evidence; recommendation 3, routinely use a set of comprehension-building practices to help students make sense of the text, strong evidence, and recommendation 4, provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, moderate evidence. The district will support and monitor implementation of this program through program																							

implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

IXL- IXL does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction Promising evidence; and Recommendation 2: Provide direct and explicit comprehension strategy instruction promising evidence. IXL utilizes these practices by providing individualized instruction on the student's level in relation to vocabulary and reading comprehension. The monitoring for this program is ongoing via school-based data meetings, district data report outs, snapshots of data three times a year, and via student intervention documentation. Training is provided by school-based reading coaches and the District Literacy Coordinator.

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)
All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.		

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K-12 – refer to pg. 23 for verbiage.		

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

USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT!!! Do not wait if data indicate there is a need sooner!

Reading – MID year -IXL scores from mid-year snapshot and FAST PM2 (December)

current grade	6th	7th	8th
Tier 1	IXL $\geq$ 560 and FAST is Level 3 or higher	IXL $\geq$ 660 and FAST is Level 3 or higher	IXL $\geq$ 760 and FAST is Level 3 or higher
Tier 2*	IXL $\leq$ 550 and FAST PM 2 is level 1	IXL $\leq$ 650 and FAST PM2 is Level 1	IXL $\leq$ 750 and FAST PM 2 is Level 1
Tier 3*	FAST PM 2 is Level 1 $\leq$ 10 th percentile		

*Other Factors to consider include previous retentions and state assessment score history.

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:

Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall score			
current grade	6th	7th	8th
Tier 1	IXL $\geq$ 560 and FAST is Level 3 or higher	IXL $\geq$ 660 and FAST is Level 3 or higher	IXL $\geq$ 760 and FAST is Level 3 or higher
Tier 2*	IXL $\leq$ 550 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 650 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 750 and FAST is Level 2 or Level 1 > 25th percentile

Tier 3*	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile
*Other Factors to consider include previous retentions and state assessment score history.			
Number of times per week interventions are provided: at least three times/ week			
Number of minutes per intervention session: 20 minutes/session (at least 60 minutes/week)			
Course(s) where interventions take place: MJ Language Arts 1, 2, or 3 (core) and/or MJ Intensive Reading			
Intensive, Individualized Instruction/Interventions			
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.			
Name of Program			Verbiage (as needed)
Students will receive small group instruction with the intensive reading teacher, interventionist, or reading coach to explicitly teach skills necessary to fill in achievement gaps within the standards using:			
1. Lexia Power Up, teacher-led lessons - Promising Evidence			
2. Supplemental Resource: 95 Percent Phonics Chips Kits- does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, recommendation 1, build students’ decoding skills so they can read complex multisyllabic words, strong evidence. The Phonics Chip Kit includes tools to build the phoneme-grapheme connection with multisensory components. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.			
3. Program: Six Minute Solution - Six Minute Solution does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9 recommendation number two-Provide purposeful fluency-building activities to help students read effortlessly (strong evidence). Six Minute Solutions utilizes daily repeated reading routines to build student fluency. This will be monitored via quarterly fluency checks in the intensive reading class. Training is provided by school-based reading coaches and the District Literacy Coordinator.			
4. IXL, teacher-led lessons- refer to pg. 30 for verbiage			
5. Focused Reading Intervention by TCM – refer to pg. 30 for verbiage			
Students with Disabilities			
Name of Program		ESSA Evidence Level	Verbiage (as needed)
All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.			
English Language Learners			
Name of Program		ESSA Evidence Level	Verbiage (as needed)
Summit K-12 (see evidence in Tier 2 section)			
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?			
Tier 3 interventions are selected carefully for students based on their needs to ensure the intervention matches the need. Tier 3 interventions are monitored for fidelity and effectiveness as least monthly in Problem Solving Team meetings and in identifying the response to intervention by students. Interventions are monitored through walkthroughs, lesson plans, and data chats (to determine if the student is transferring knowledge from the intervention to core instruction/learning).			

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?
IXL Diagnostic (Snapshot 3x year, updates monthly)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Dibels Fluency Probes	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
San Diego	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Savvas MyPerspectives unit assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly

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?
	☐ Select Students	☒ Vocabulary ☒ Comprehension		☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

Schools complete an MTSS plan for the year which includes the following: 1) identification of their MTSS and/or Problem Solving Team (PST), 2) intervention menu based on student needs (six components of reading), 3) assessments to evaluate the effectiveness of the intervention, and also 4) meeting structures to review students at each tier that allows more time for Tier 2 and Tier 3 group/individual review and problem solving. Schools use the MTSS process along with the decision trees to review the prior year's data (or current data if the student is new or in Kg) to identify those in need of interventions. Students at the secondary level are scheduled into an Intensive Reading class if they are in need of Tier 3 interventions. Interventions are then designed for small groups or individuals with similar needs. Groups and plans are created within Branching Minds, which also serves as a monitoring tool. Individual Progress Monitoring Plans are developed for those with a substantial deficit. Students are then scheduled into the appropriate intervention schedule to allow for the level of intervention needed.

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

Lesson plans are reviewed by the principal/designee monthly. Core data is reviewed by the administration team and reading coaches monthly. Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, explicit instruction, and standards-based instruction. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine the health of core curriculum and instruction. Progress Monitoring data is compared to "this time last year" as well as end of the year goals to determine if MORE students are reaching proficiency and to make adjustments as needed.

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

Tier 2 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least quarterly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine if students receiving Tier 2 interventions are closing the achievement gap and progressing toward grade level proficiency.

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

Tier3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or

not students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least monthly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine if students receiving Tier 3 interventions are closing the achievement gap and approaching grade level proficiency; particular attention is paid to whether the students are applying what's taught in Tier 3 instruction to their every day work.

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:				
Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall score				
current grade	9th	10th	11th	12th
Tier 1	IXL $\geq$ 860 and FAST is Level 3 or higher	IXL $\geq$ 960 and FAST is Level 3 or higher	IXL $\geq$ 1060 and FAST is Level 3 or higher	IXL $\geq$ 1160 and FAST is Level 3 or higher
Tier 2*	IXL $\leq$ 850 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 950 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 1050 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 1150 and FAST is Level 2 or Level 1 > 25th percentile
Tier 3*	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile
*Other Factors to consider include previous retentions and state assessment score history.				
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Maintain adequate performance on all classroom assessments/grades (70% or higher) AND maintain the scores outlined above and below for Tier 1 at the beginning and middle of the year.				
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? District and school teams meet regularly to review core data, classroom walkthrough data, and explicit and UDL instructional practices. As a result of the problem solving sessions and data analysis meetings, professional development is planned for and provided and action plans are created to address necessary changes.				
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.				
Name of Program			Year of Program Adoption	
myPerspectives - Savaas Learning			adopted 2020-21; implemented 2022-23	
IXL (not adopted, but used to supplement the core)			n/a	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:				
USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT!!! Do not wait if data indicate there is a need sooner!				
Reading - MID year -IXL scores from mid-year snapshot and FAST PM2 (December)				
current grade	9th	10th	11th	12th
Tier 1				
Tier 2*	IXL $\leq$ 850 and FAST PM2 is Level 1	IXL $\leq$ 950 and FAST PM2 is Level 1	IXL $\leq$ 1050 and FAST PM2 is Level 1	IXL $\leq$ 1150 and FAST PM2 is Level 1

*Other factors to consider include classroom performance and any other assessment data available.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall score				
current grade	9th	10th	11th	12th
Tier 1	IXL $\geq$ 860 and FAST is Level 3 or higher	IXL $\geq$ 960 and FAST is Level 3 or higher	IXL $\geq$ 1060 and FAST is Level 3 or higher	IXL $\geq$ 1160 and FAST is Level 3 or higher
Tier 2*	IXL $\leq$ 850 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 950 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 1050 and FAST is Level 2 or Level 1 > 25th percentile	IXL $\leq$ 1150 and FAST is Level 2 or Level 1 > 25th percentile
Tier 3*	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile

*Other Factors to consider include previous retentions and state assessment score history.

Number of times per week interventions are provided: at least two

Number of minutes per intervention session: 20 minutes/session (minimum of 40 minutes/week)

Course(s) where interventions take place: English 1, 2, 3, 4, or Intensive Reading 1, 2, 3, 4

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Students will receive small group instruction with the ELA teacher, intensive reading teacher, or reading coach to explicitly review and reteach benchmarks related to core instruction using the following:		
- myPerspectives Interventions by Savvas MyPerspectives by Savvas- MyPerspectives does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, recommendation 1, build students' decoding skills so they can read complex multisyllabic words, strong evidence; recommendation 2, provide purposeful fluency-building activities to help students read effortlessly, strong evidence; recommendation 3, routinely use a set of comprehension-building practices to help students make sense of the text, strong evidence, and recommendation 4, provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, moderate evidence. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data. - IXL does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) and Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence). IXL utilizes these practices by providing individualized instruction on the student's level in relation to vocabulary and reading comprehension. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.		

3. Membean - Membean does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Promising Evidence). Membean is a personalized, adaptive, computer-based vocabulary program that builds word consciousness and achieves lasting outcomes by prioritizing higher order thinking over memorization. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

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)
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All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
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Summit K-12 – refer to pg. 23 for verbiage.

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

USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT!!! Do not wait if data indicate there is a need sooner!

Reading - MID year -IXL scores from mid-year snapshot and FAST PM2 (December)				
current grade	9th	10th	11th	12th
Tier 1				
Tier 2*	IXL ≤ 850 and FAST PM2 is Level 1	IXL ≤ 950 and FAST PM2 is Level 1	IXL ≤ 1050 and FAST PM2 is Level 1	IXL ≤ 1150 and FAST PM2 is Level 1
Tier 3*	FAST PM 2 is Level 1 ≤ 10th percentile			

*Other factors to consider include classroom performance and any other assessment data available.

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:

Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall score				
current grade	9th	10th	11th	12th
Tier 1	IXL ≥ 860 and FAST is Level 3 or higher	IXL ≥ 960 and FAST is Level 3 or higher	IXL ≥ 1060 and FAST is Level 3 or higher	IXL ≥ 1160 and FAST is Level 3 or higher

Tier 3*	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile
*Other Factors to consider include previous retentions and state assessment score history.				
Number of times per week interventions are provided: at least three times				
Number of minutes per intervention session: at least 20 minutes (minimum of 60 min/week)				
Course(s) where interventions take place: Intensive Reading 1, 2, 3, 4, and Learning Strategies				
Name of Program		ESSA Evidence Level	Verbiage (as needed)	
Students will receive small group instruction with the intensive reading teacher, interventionist, or reading coach to explicitly teach skills necessary to fill in achievement gaps within the standards using:				
1. myPerspectives Interventions by Savvas – refer to pg. 36 for verbiage				
2. Newsela – Newsela does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program : Providing Reading Interventions for Students in Grades 4-9, recommendation 2, provide purposeful fluency-building activities to help students read effortlessly, strong evidence; recommendation 3, routinely use a set of comprehension-building practices to help students make sense of the text, strong evidence; and recommendation 4, provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, moderate evidence. These recommendations were built into the program by providing high-interest, standards-aligned texts with instructional tools to facilitate student learning. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.				
3. : 95 Percent Phonics Chips Kits- does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, recommendation 1, build students’ decoding skills so they can read complex multisyllabic words, strong evidence. The Phonics Chip Kit includes tools to build the phoneme-grapheme connection with multisensory components. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.				
4. Membean (refer to pg. 37 for verbiage)				
5. IXL (refer to pg. 25 for verbiage)				
6. Six Minute Solution (refer to pg. 32 for verbiage)				
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)	
All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.				
English Language Learners				
Name of Program		ESSA Evidence Level	Verbiage (as needed)	

Summit K12 (refer to pg. 23 for verbiage)

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

Tier 3 interventions are selected carefully for students based on their needs to ensure the intervention matches the need. Tier 3 interventions are monitored for fidelity and effectiveness as least monthly in Problem Solving Team meetings and in identifying the response to intervention by students. Interventions are monitored through walkthroughs, lesson plans, and data chats (to determine if the student is transferring knowledge from the intervention to core instruction/learning).

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

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

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

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

Name of Professional Learning	Target Audience	Description
Core Connections	3rd-10th grade teachers	Core Connections is a standards-based writing professional learning which incorporates a strong focus on foundational reading skills needed for strong writing and a clear, concise process for teaching writing, with a heavy emphasis on the reading/writing connection.
Foundational Skills	K-12 Teachers (content and ELA as appropriate)	Foundational skills trainings will be provided as “just in time” based on the needs in classrooms and designed based on presentations from the Summer Literacy Institute and Regional Literacy Institutes.
Explicit Instruction	K-12 Teachers	This is a high leverage practice that has been a district priority for three years now. It involves explicit instruction around explicit instruction, district-wide learning walks, targeted professional development sessions to address learning walk data that is collected, and the consistent embedding of the primary elements of explicit instruction into all professional development opportunities for the 20226 school year. This includes the application of explicit instruction best practices to the integration of the main areas of literacy instruction, as well as multisensory intervention instruction.
Differentiated Professional	K-12 ELA Teachers	School-based reading coaches will partner with teachers through coaching cycles. These coaching cycles will target teacher needs, as presented through progress monitoring data and

Learning based on Data		classroom observations. Coaches will follow the outline of The Impact Cycle by Jim Knight to engage teachers in getting a clear picture of the reality of their classrooms, setting goals, choosing and implementing instructional strategies to meet those goals, and monitoring for progress.
Backwards Planning (cont.)	Secondary ELA Teachers	Coaches will lead teachers through backwards planning using the B.E.S.T. ELA Standards and Savvas myPerspectives.
UFLI Foundations	K-3 ELA Teachers	UFLI Foundations training focuses on the science of reading. During year 3, we will continue to train new users and refresh current users to further their knowledge.
Mentor Teachers and Model Classrooms	New or teachers needing developing	School principals will identify mentor teachers within their school building and match these teachers to new staff members. Documentation for this process is kept through the Personnel Department. Model Classrooms are identified in each building and teachers visit these classrooms on an as needed basis, including cross-campus visits.
Professional Learning for Instructional Coaches	Reading Coaches (and other instructional coaches)	For the 25-26 school year, the focus will be on continuing to develop coaches as school-based instructional leaders. The learning for this year is centered around Explicit Instruction and getting teachers involved in the learning walks. The Literacy Coach Endorsement classes will be facilitated as well.
Reading Endorsement Competencies	K-12 as needed	Courses will be offered from a variety of sources, including, but not limited to, Lastinger Learning and Literacy Solutions.
Small Group Instruction at the Secondary Level	Secondary Teachers (choice to attend)	Newsela will provide a model for small group instruction allowing secondary teachers insight into how it can be facilitated successfully in secondary classrooms.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEPF earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. PreK - VPK lead teachers can maintain their VPK Emergent Literacy requirement by taking courses provided by the Department of Children and Families, the Division of Early Learning, the Early Learning Coalition of the Nature Coast, and UF's Lastinger Center. They are also encouraged to pursue the Emergent Literacy Micro credential through UF's Lastinger Center. Our district provides several reading endorsement pathways including Lastinger Learning and Literacy Solutions. Micro-credentials are also available via Lastinger Learning. Other options for reading endorsement include: the FCRR face-to-face cohort, and NEFEC Reading Endorsement individual courses that are facilitated in-district. Information is provided to teachers on additional providers they can use for pursuing their endorsement, including: NEFEC, Beacon Educator, Schultz Center, and EdHub of Florida.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.		

Professional learning for the year (including district-wide PL days) is based on the needs identified through the ongoing data analysis structures in place. The PL days offer teachers both required trainings and need specific training. PL is also offered based to targeted groups needing a specific skill, such as secondary teachers needing instruction on how to facilitate small groups in the secondary classroom. Further, PL is very individualized by data through our coaches and district mentors who provide one-on-one coaching for teachers or small groups in need.

Mentor Teachers

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

Mentor teachers are hired at the district level to support certain communities/grade bands. They are chosen based on their own classroom performance (Highly Effective), experience, and ability to coach/lead others. The district mentors rotate among their schools and have a strong relationship with all new teachers and those needing to earn certification. District mentor work is deeply founded in the needs of new teachers. At the school level, teachers are assigned a person who helps facilitate learning specific to the school (copy machine rules, maps, culture, etc.).

Model classrooms are identified by using data from literacy walkthroughs, classroom walkthroughs, learning walks, and student performance. Teachers are given opportunities to visit and observe in model classrooms utilizing planning periods and subs when available.

Professional Learning Time

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

Teachers have professional learning and/or collaborative planning time either before or after school and during their planning times. In addition, our district allows for subs when possible to allow for extended planning as needed. We also have district wide planning days two times a year where teachers from across the district collaborate together for learning.

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
Achieve	K-12	The Achieve Enrichment Program is provided by the Levy County Prevention Coalition in partnership with the Florida Department of Education. The purpose of the ACHIEVE Enrichment program is to offer academic and social enrichment to students during afterschool hours and camps during the summer months.

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.

When students are identified as having a substantial reading deficit, they are provided an Individual Progress Monitoring Plan and the parents are notified in meeting form (or via phone call if they do not come in). They are provided a copy of the IPMP, the Read-at-Home plan, and the state's MTSS brochures for Tier 3. The IPMP at the elementary level also includes data to illustrate the students' response to the intervention, which continues to be provided monthly.

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).

New Worlds Reading Initiative is utilized in supporting students who qualify for books at home. The schools send flyers and reminders to ensure parents take advantage of this opportunity. Schools are enrolling families during parent events, parent conference nights, and promoting via social media, Skyward, and email. Additionally, the district's Read-at-Home Plan is available on the district website and copies are available at each school to be distributed to parents in both electronic and print formats. Schools also conduct family/parent/community events to build literacy awareness and involvement.

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
TB	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.
TB	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.
TB	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.
TB	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.

TB	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
TB	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.
TB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
TB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
TB	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: <i>James M. Boyle</i>	Date: 7/31/25

BOARD APPROVED

JUL 31 2025

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.

The district prioritizes the assignment of highly effective teachers in grades kindergarten to grade 2 by actively monitoring the percentage of highly effective teachers in those grade levels and attempting to increase that percentage each year. Currently 68% of the classroom teachers (excluding interventionists, coaches, counselors, etc.) in grade K-2 had a highly effective rating for the 24-25 school year. Furthermore, the district provides structures to ensure principals analyze this same data at the school level to ensure each school is also increasing their percentage of highly effective teachers in K-2.