District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Paige McMahon	mcmahop@martinschools.org	772-219-1200 x30182
Data Element	Valerie Cooper	cooperv@martinschools.org	772-219-1200 x30267
Third Grade Promotion	Daniel Moore	moored@martinschools.org	772-219-1200 x30269
Multi-Tiered System of Supports	Guillermo Orozco	orozcog@martinschools.org	772-219-1200 x30162
Professional Learning	Heather Platt	platth@martinschools.org	772-219-1200 x30289
Assessment and Accountability	Dr. Greg Laws	lawsg@martinschools.org	772-219-1200 x30271

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	**$343,000**	
Intervention teachers	**0**	
Scientifically researched and evidence-based supplemental instructional materials	**$58,000**	
Third grade summer reading camps	**$100,000**	
Summer reading camps	**0**	
Secondary Expenses		
Literacy coaches	**$243,000**	
Intervention teachers	**0**	
Scientifically researched and evidence-based supplemental instructional materials	**$12,000**	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**0**	
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.)		
Estimated Sum of Expenditures	**$756,000**	

3) Literacy Leadership – District and School

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	6.18%	5.5%	78.32%	80%

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

   To improve literacy outcomes for VPK students, the district conducts ongoing analysis of student performance data using the Renaissance STAR assessment program. This data allows teachers to identify specific areas of need for each student, including phonological awareness, alphabet knowledge, oral language, vocabulary, and comprehension skills. Based on these data-driven insights, teachers implement targeted small group instruction to address skill deficits and reinforce foundational literacy concepts.

   To further support literacy development, the district supplements core instruction with the Heggerty curriculum. Heggerty's structured phonemic awareness lessons align with identified student needs and provide consistent, research-based support in developing critical early reading skills. By combining data-informed small group instruction with evidence-based curriculum support, the district ensures that instruction is differentiated and responsive to individual student needs.

   Through this strategic, data-driven approach, the district is committed to improving literacy outcomes for all VPK students and preparing them for future academic success.

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

FAST				
Grade	Previous School Year – % of Students Scoring Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
K	17%	12%	59%	64%
1	28%	23%	58%	63%
2	25%	20%	55%	60%
3	22%	17%	56%	61%
4	24%	19%	54%	59%
5	19%	14%	55%	60%
6	17%	12%	63%	68%
7	27%	22%	52%	57%
8	26%	21%	50%	55%
9	21%	16%	55%	60%
10	17%	12%	57%	62%

B. **Plan Implementation and Monitoring ([Rule 6A-6.053(10), F.A.C.](#))**
   Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

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

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	K-5 FAST-STAR and FAST ELA Reading, 3x/yr; K-5 Benchmark Advance Unit Assessments, every 3 wks.; IXL Diagnostic,	K-5 FAST-STAR and FAST ELA Reading, 3x/yr; IXL Diagnostic, monthly; K-5 Benchmark Advance Unit Assessments (every 3 wks) and, possibly,

		monthly; monthly district learning walkthrough data	Benchmark Advance weekly assessments (not required at all school sites); Lexia's Core5 diagnostic, ongoing; DIBELS (K-2), easyCBM, and school level walkthrough data collected weekly.
Actions for continuous support and improvement	Depending on what the data says, support may be given via district-wide mini professional development via flyer or a district-wide professional development early release or full-day. School-based/individual teacher support may warrant a district instructional coach or literacy coach working with a grade-level team and/or teacher during Professional Learning Communities (PLCs).	Each school's grade-level PLCs meet weekly and the Multi - Tiered System of Support (MTSS) team meets monthly to problem solve based on the data. Support may be given via a school-based literacy coach or a district Instructional coach may be deployed based on need.
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	Grade 6-8 FAST ELA Reading, 3x/yr; Savvas Unit Assessments, quarterly; IXL Diagnostic, monthly; monthly district learning walkthrough data	Grade 6-8 FAST ELA Reading, 3x/yr; Savvas Unit Assessments, quarterly; Savvas formative assessments, ongoing; IXL Diagnostic, monthly; Lexia's PowerUp diagnostic, ongoing; school-level walkthrough data collected weekly.
Actions for continuous support and improvement	Depending on what the data says, support may be given via district-wide mini professional development via flyer or a district-wide professional development early release or full-day. School-based/individual teacher support may warrant a district instructional coach or literacy coach working with a grade-level team and/or teacher during Professional Learning Communities (PLCs).	Each school's grade-level PLCs meet weekly and the Multi - Tiered System of Support (MTSS) team meets monthly to solve problems based on the data. Support may be given via a school-based literacy coach or a district Instructional coach may be deployed based on need.

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Grade 9-12 FAST ELA Reading, 3x/yr; Savvas Unit Assessments, quarterly; IXL Diagnostic, monthly; monthly district learning walkthrough data	Grade 9-12 FAST ELA Reading, 3x/yr; Savvas Unit Assessments, quarterly; IXL Diagnostic, monthly; Grade 9-10 Lexia's PowerUp diagnostic, ongoing; school-level walkthrough data collected weekly
Actions for continuous support and improvement	Depending on what the data says, support may be given via district-wide mini professional development via flyer or a district-wide professional development early release or full-day. School-based/individual teacher support may warrant a district instructional coach or literacy coach working with a grade-level team and/or teacher during Professional Learning Communities (PLCs).	Each school's grade-level PLCs meet weekly and the Multi -Tiered System of Support (MTSS) team meets monthly to solve problems based on the data. Support may be given via a school-based literacy coach or a district Instructional coach may be deployed based on need.

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.**

An area which continues to be one for improvement is in school-based administrators' (as well as teachers') training in scientifically-based reading research and evidence-based practices. The Lastinger Microcredentials, 5-hour science of reading BEES course, and the FDLRS Exploring Structured Literacy course continue to be promoted district-wide to build capacity; however, since these are optional or are only required for recertification, more can be done to promote training in the interim. We will meet with school leaders monthly to provide research and evidence-based training to improve literacy outcomes. We will center professional learning around slide decks from the JRF Summer Institutes, and we will highlight highly effective instructional strategies observed through our regular district Instructional Rigor Walks.

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

Principals utilize a walkthrough tool which collects data showing daily walks and cumulative walks by the principal and assistant principals. Administrators evaluate the "look-fors" to determine areas of need and items which need further action. Assistance is deployed by the district based on needs determined by the administrator.

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 are able to pull data directly from the FAST portal, the English Language Arts vendors' platforms or Focus; however, Martin County utilizes Performance Matters which allows a deeper dive into schoolwide data. Data can be disaggregated by grade level, teacher or individual student. After examining students' Access for ELLs data, the "WIDA Can Do Descriptors" are also used as a guide to help plan

instruction to support students who speak another language. Ellevation is available to track ELL students' data. School principals have a variety of ways to display this data in order to monitor it. As more assessment data is pulled into Performance Matters, administrators can track across assessments at a school site in order to see improvement or areas of growth.

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.**

   Martin County School District uses the Jim Knight Instructional Coaching Model: A Partnership Approach to Improving Instruction. Jim Knight's model is research-based and emphasizes a job-embedded approach. Coaches provide the assistance and encouragement necessary to implement new programs that improve student learning.

   - Coaches are required to take the Corwin course by Jim Knight which explains the essential skills that instructional coaches need, including getting teachers on board, providing model lessons, observing teachers, and engaging in reflective conversations. Resources on the coaching cycle are provided. The course shows coaches how to have learning conversations, build emotional connections, observe, model, collaborate, listen, and facilitate reflection with adult learners.

   The coaching cycle has the coach and teacher collaborating to identify a measurable, student-focused PEERS goal[1] in the area of content planning, formative assessment, instruction, or community building/behavior. Data collected helps to determine the effectiveness of the practice in reaching the intended goal.

   1 PEERS Goal: **P**owerful (Is it worth doing?); **E**asy (Is it doable?); **E**motionally Compelling (Is the teacher invested in it?); **R**eachable (Is it measurable? Is the specific strategy identified?); **S**tudent-focused (Is it measurable in terms of student impact?)

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

   Although the Just Read, Florida! Coaching Model is not used, the expectations for coaches are similar to those of an instructional coach in the Jim Knight Coaching Model. Those expectations are shared with principals at the start of each school year.

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

   Monthly meetings are established to provide opportunities for collaboration, updates, and professional development. The K-5 ELA Program Specialist mentors elementary coaches and provides on-site support throughout the year.

   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?**

   At the monthly meetings and weekly visits at the schools with the most need (i.e. BSI-Bureau of School Improvement sites), the K-5 ELA Program Specialist and/or Coordinator of Curriculum & Instruction, in collaboration with the Director of Assessment/Accountability, engage in data analysis with coaches so that

they are able to model the practice with their teachers. Mentor coaching is also provided as well as ongoing professional development whether in-district or in attendance at professional learning provided by the State Regional Literacy Director (SRLD) or professional organizations such as Just Read, FL!, Bureau of School Improvement, or the Florida Literacy Association.

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

District-based coaches, paid out of the reading plan, are required to submit a Google Coaching Form which documents time in specific categories to monitor the proportionate share of time given across any given week/month. Elementary coaches' predominance of time is to be spent with K-3 teachers. The form is able to capture data reflecting the coach model.

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

In Martin County, school-based literacy coaches are on a teacher contract. Effectiveness is measured by observations and walkthroughs using the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model. This, coupled with the student performance data from the site, determines whether the coach is highly effective or effective.

4) Assessment, Curriculum and Reading Instruction

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

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:
- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2(b)(2)(ii)](#).
  - **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
  - **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
  - **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

Adopted curricular materials for K-5 reading (*Benchmark Advance*), 6-12 English Language Arts (*Savvas myPerspectives*, and Secondary Intensive Reading (*Lexia's PowerUp*) have incorporated the six components of reading into the core instruction. There are built-in screeners, formative assessments, progress monitoring and summative assessments that can be used as common tools to evaluate district-wide progress. In addition, the state's screening and progress monitoring is helpful in grounding all of Florida's students in common assessment data. This data will also assist the Multi-Tiered System of Support Problem Solving Team to analyze any gaps that may occur in student achievement at their school and in individual classes. Core instruction is designed to not only provide print-rich explicit, systematic, scaffolded and differentiated instruction, but it also provides support for students who are English Language Learners or students with exceptionalities. The materials are intended to build background and content knowledge while aligning to all the foundational, reading, communication, and vocabulary B.E.S.T. standards. The principles of Universal Design for Learning are incorporated into the core materials; assistive technologies such as read aloud features, adjustment to the speed of read aloud, ability to change font size, scaffolded texts, etc. are built into the digital materials. When students are not mastering grade level standards, additional problem-solving may need to occur to target the area(s) in need of intervention. Additional small group teacher-led instruction occurs, offering students opportunities to practice the targeted skills and to receive feedback. This Tier 2 instruction is in addition to the core reading instruction.

If immediate intervention is not bridging the gaps and/or the student is in need of immediate intensive intervention, this is much more targeted; perhaps one-on-one intervention takes place with a reading endorsed or reading certified teacher. This Tier 3 intervention is designed for those students substantially deficient in reading and is meant to provide individualized instruction based on student need. This instruction occurs in addition to core and Tier 2 interventions.

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.**

PreK programs, which includes Voluntary Prekindergarten (VPK) and Exceptional Student Education (ESE) PreK, are grounded in a standards-based approach aligned with the Florida Early Learning Developmental Standards (FELDS). These standards guide instruction and assessment across all domains of early learning to ensure developmentally appropriate practice and school readiness for all students.

The Investigator's Club curriculum is used as our primary instructional resource, which provides an integrated, research-based approach to early childhood education. To strengthen foundational literacy skills, we supplement with the *Heggerty Phonemic Awareness* curriculum. Instruction is differentiated to meet the diverse needs of learners, including those with exceptionalities, through small group instruction, accommodations, and individualized support as outlined in student IEPs or other learning plans.

Student progress is monitored through the state-required Renaissance VPK STAR Early Literacy assessments, administered three times annually (PM1 in the fall, PM2 in the winter, and PM3 in the spring). These checkpoints provide valuable data that inform instructional planning and help identify areas of growth and concern. Teachers use this data to adjust instruction, form small groups, and provide targeted interventions.

To support implementation, our district offers ongoing professional development, coaching, and access to specialists, including ESE teachers, behavior support, and instructional coaches. This ensures educators have the tools and guidance needed to support the whole child—academically, socially, and emotionally.

Through high-quality instruction, standards alignment, intentional assessment, and comprehensive support systems, we are committed to meeting the needs of every learner and promoting school readiness across all PreK programs.

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

PreK programs, which includes VPK, ESE, and other PreK classrooms, utilize *The Investigator's Club* as the primary curriculum. This comprehensive, research-based program supports whole-child development through integrated thematic instruction across content areas, including literacy, math, science, and social-emotional learning.

To strengthen early literacy skills, *Heggerty Phonemic Awareness* is used as a supplemental curriculum which provides daily, explicit instruction in phonological and phonemic awareness, a critical component of early reading success.

All instructional materials are aligned with the Florida Early Learning and Developmental Standards (FELDS) and are developmentally appropriate for preschool learners. For students with disabilities, instructional materials are further adapted or modified in accordance with Individualized Education Plans (IEPs) to ensure access and engagement.

These materials, combined with data-informed small group instruction and targeted interventions, support the diverse learning needs of all PreK students in the district.

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

For VPK students identified as having a substantial deficiency in early literacy skills, the Martin County School District provides targeted, evidence-based interventions to support skill development and promote reading readiness. These interventions are aligned with Rule 6A-6.053(5), F.A.C., and are grounded in data collected through the state-mandated Renaissance VPK STAR Early Literacy assessment checkpoints (PM1, PM2, and PM3).

Students demonstrating substantial deficiencies receive focused, small-group or individualized instruction that targets specific areas of need such as phonological awareness, vocabulary, oral language, and print concepts. Teachers use the results of progress monitoring to group students strategically and provide additional instructional time on targeted literacy skills.

Instruction is supported by supplemental resources, including the *Heggerty Phonemic Awareness* curriculum which provides daily, explicit instruction in foundational literacy. Teachers also differentiate instruction using strategies embedded in *The Investigator's Club* curriculum and make accommodations as needed to support diverse learners, including English Language Learners and students with disabilities.

Progress is continuously monitored to ensure that interventions are effective. Parents are informed of identified deficiencies and the interventions being implemented, as required by statute, and are encouraged to support literacy development at home through shared strategies and resources.

Through these structured supports and close monitoring, we are committed to addressing literacy gaps early and ensuring all VPK students are on a path to future academic success.

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	☒ VPK	☒ Oral Language	☒ Screening	☒ 3 x Year

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
Star Early Literacy	☒ Grade K ☒ Grade 1	☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☒ Summative	
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?**
Benchmark Advance Foundational Screener	☐ 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
Benchmark Advance Unit 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
Benchmark Advance Weekly Assessments	☐ VPK ☐ PreK	☐ Oral Language ☒ Phonological	☒ Screening ☒ Progress	☒ Weekly ☐ 2 x Month

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Monitoring ☐ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Benchmark Advance Quick Check 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
CBM	☐ 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
Lexia's *Core5* Diagnostic/Placement Assessment	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All 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

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?
	☒ Select Students			
DIBELS	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
IXL Snapshot 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

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

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

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

   • The student is identified as in need of Tier 3 interventions;

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

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

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

Once students have begun taking beginning-of-the-year assessments, the K-5 Decision Tree assists in outlining criteria to be used in the identification process. The Multi-tiered System of Support (MTSS) team problem-solves to make decisions for placement in a Tier 2/Tier 3. If a student meets the criteria for substantial reading deficiency, then Tier 3 interventions are designated, and the students are assigned to a teacher who is reading endorsed or reading certified. If a student was not faded from receiving interventions in the prior year, the MTSS team would have already scheduled interventions prior to the start of school.

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

How a student was promoted to grade 4 factors into the interventions that are provided. For instance, if the student was a third grader promoted with a good cause, he/she shall be provided intensive reading instruction.   A grade 4-5 student who was previously receiving interventions and had not been faded the prior year would already be scheduled into an intervention prior to the start of school.   Once students have begun taking beginning-of-the-year assessments, the K-5 Decision Tree assists in outlining criteria to be used in the identification process. The Multi-tiered System of Support (MTSS) team problem-solves to make decisions for placement in a Tier 2/Tier 3. If a student meets the criteria for substantial reading deficiency, then Tier 3 interventions are designated, and the students are assigned to a teacher who is reading endorsed or reading certified. Grade 4-5 students deemed substantially reading deficient, as outlined in the Decision Tree, are also recommended for Tier 3 interventions.

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 identifies students in grades K–3 with characteristics of dyslexia through a structured, data-driven multi-tiered system of supports (MTSS) process. First, all K–3 students participate in universal literacy screening at least three times per year using approved tools (e.g., STAR, FAST, DIBELS, easyCBM). These screeners assess critical early reading skills such as phonological awareness, letter-sound correspondence, rapid naming, decoding, and oral reading fluency, which are foundational to dyslexia risk identification. School-based MTSS/Data Teams review screening results to flag students performing below benchmark expectations in two or more dyslexia-related areas. These students are then placed on a progress-monitoring plan using weekly or biweekly curriculum-based measures to track growth.

If sufficient progress is not observed after 6–8 weeks of progress monitoring, students are referred for diagnostic assessment targeting phonological processing, word reading, spelling, and rapid naming. Diagnostic data are used to determine whether a student exhibits persistent and significant deficits consistent with characteristics of dyslexia. Parents are informed of results and next steps at each stage of the process.

Once a student is identified as having characteristics of dyslexia, the district is required to provide Tier 3 intensive intervention. Tier 3 interventions are evidence-based, explicit, systematic, and structured (e.g., UFLI, Sound Sensible, and SPIRE). They focus on phonological awareness, phonics, encoding/decoding, and fluency, and are delivered daily in small-group or one-on-one settings for 45–60 minutes. Student progress is monitored weekly, with MTSS/Data Teams reviewing progress every 6–8 weeks to determine whether adjustments are needed. Throughout the process, all steps are documented and parents are kept informed of interventions, progress, and next steps to ensure transparency and continuity of support.

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.

Our ESE department purchased the Tests of Dyslexia (TOD), and they utilize it to screen students. It is very comprehensive. Our Program Specialist and school psychologists utilize TOD prior to the initial psycho-ed evaluation. They also use KTEA-3 and/or WIAT-4 Dyslexia Index to screen students in our schools for reading disorders to help the MTSS team with Tier 3 interventions.

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

Tier 1 instruction is monitored through data chats, PLCs, classroom walkthroughs, DIBELS Assessments, and *Benchmark* Unit Assessments.

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

Monthly progress monitoring will evaluate whether Tier 2 interventions are having the desired effect; oversight by the school's full-time Program Intervention Prevention Specialist and the MTSS problem-solving team will also aid in monitoring.

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

Weekly to bimonthly progress monitoring will evaluate whether Tier 3 interventions are having the desired effect; oversight by the school's full-time Program Intervention Prevention Specialist and the MTSS problem-solving team will also aid in monitoring.

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

Students must meet the following criteria at the beginning of the school year:
- Previous year's Spring FAST indicates a level 3 or above. If data is not available, Fall of the current year's FAST data will be used.
- If the student has not been retained, is not in the MTSS process, and

K-2:
- FAST-STAR: Level 3 or higher
  and/or
- DIBELS: blue or green risk level

3-5:
- FAST ELA Reading: Level 3 or higher

K-5 students meet the following criteria throughout the year:
Benchmark Advance Florida Unit Assessments: 60% or above

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
- Students maintain 60% or above on the *Benchmark Advance* Unit Assessments.
- Students maintain Level 3 or higher on FAST-STAR or Level 3 or higher on FAST ELA Reading.
- K-2 students maintain DIBELS blue or green risk levels.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
- PLC Guiding Questions
  - What do we want students to know and be able to do?
  - How will we know if they learn it?
  - How will we respond when some students do not learn?
  - How will we extend the learning for students who are already proficient?
- Weekly/monthly data chats
- School problem solving teams, and
- Coaching by administrators, school-based and/or district-based literacy/instructional coaches are in place to improve effectiveness of Tier 1 instruction.

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

Name of Program	Year of Program Adoption
UFLI Foundations, University of Florida Literacy Institute (K-2)	2025-26 SY
Benchmark Advance Florida	2021-22 SY

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
- Students are deficient (40-59%) on the *Benchmark Advance* Unit Assessments,
- Students are in the yellow risk level range on DIBELS,

- Students are below Level 3 on their FAST-STAR or earn a Level 2 or lower on FAST ELA Reading, and/or
- Students are below grade level on their IXL snapshots.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
   No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include retention at a previous grade level, previous placement in the MTSS process, progress in core ELA/Reading is minimal, and/or student is being considered for retention in the current school year due to a deficiency in reading, and:

K-2:
- FAST-STAR: Level 2
  and/or
- DIBELS: yellow risk level

3-5:
- FAST ELA Reading: Level 2

K-5 students meet the following criteria throughout the year:
Benchmark Advance Florida Unit Assessments: 40-59%

Teacher recommendations and classroom observations may also factor into the problem-solving process.

Number of times per week interventions are provided:
•2-5 days/week (or as directed by the intervention design)
Number of minutes per intervention session:
• 15-30 minutes (or as directed by the intervention design)

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)
*Heggerty's Phonemic Awareness (*PreK or additional targeted dose of K or primary for K-1 students)		*Heggerty Phonemic Awareness* by Literacy Resources, LLC does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation 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. These recommendations were built into the system by providing an intentional and systematic progression of phonological and phonemic awareness skills. Each whole-group lesson articulates a skill focus, provides detailed teacher

		language for the lesson, and includes associated hand motions developed to support students' learning of the focal skill. The curriculum's weeks of content vary by grade level and cover specific skills students are expected to learn in that grade. The kindergarten program is 35 weeks long and designed to last 10-12 minutes, while the first-grade program is 24 weeks long and designed to last 8-12 minutes. School sites and district personnel will support and monitor the implementation of this program bi-weekly to monthly through the district's Multi-Tiered Systems of Support/MTSS data analysis of progress monitoring probes. Coaches and school site administrators will utilize Fidelity Walk-Through Forms to monitor evidence of implementation integrity. Schools will also receive ongoing professional learning throughout the year. Part of this professional learning includes a district folder where resources will be housed that are accessible to all teachers.
Heggerty's Bridge the Gap (Grade 2-5)		*Bridge the Gap* by Heggerty does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation 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. These recommendations were built into the system by providing an intentional and systematic progression of phonological and phonemic awareness skills. Bridge the Gap is a series of systematic phonemic awareness intervention lessons for students in grades 2 and above. The lessons can be used in small groups or with individual students who struggle with decoding. Phonemic awareness is something that is often not a part of classroom instruction for older students. Yet, it is often identified as a need for students who struggle to decode and encode words. School sites and district personnel will support and monitor the implementation of this program bi-weekly to monthly through the district's Multi-Tiered Systems of Support/MTSS data analysis of

		progress monitoring probes. Coaches and school site administrators will utilize Fidelity Walk-Through Forms to monitor evidence of implementation integrity. Schools will also receive ongoing professional learning throughout the year. Part of this professional learning includes a district folder where resources will be housed that are accessible to all teachers.
Benchmark Advance Florida interventions		Benchmark Advance 2022 by Benchmark Education does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade. Recommendations 1: Teach students how to use reading comprehension strategies, Promising Evidence. This recommendation was built into the program by teaching reading strategies through explicit instruction, modeling, and guided practice embedded in daily lessons. Teachers introduce strategies such as predicting, questioning, summarizing, visualizing, and making connections within authentic, grade-level texts. Using a gradual release approach (*I Do, We Do, You Do*), students first observe strategies in action, then practice them with support, and finally apply them independently. Close reading routines scaffolded small-group lessons, and leveled texts provide multiple opportunities for students to use strategies in context, while reflection activities build metacognitive awareness of how strategies support comprehension. The district will support and monitor implementation of this program weekly to monthly through weekly and unit assessment data. Coaches and school site administrators will utilize walk through data to monitor evidence of implementation integrity. Schools will also receive ongoing professional learning throughout the year. Part of this professional learning includes Professional Learning Communities and a district folder where data and resources are housed for all teachers.
Story Champs		Story Champs by Language Dynamics Group does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program:

		Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, has Rationale Evidence. This recommendation was built into the program by using structured storytelling routines that explicitly teach students how to understand and produce narrative and inferential language. Through guided oral retellings and story generation activities, students practice organizing ideas with key story elements (characters, setting, problem, events, resolution) and using temporal and causal connectors to build coherence. The program also emphasizes inferential language by prompting students to explain motives, make predictions, and discuss cause-and-effect within stories. School sites and district personnel will support and monitor the implementation of this program bi-weekly to monthly through the district's Multi-Tiered Systems of Support/MTSS data analysis of progress monitoring probes. Coaches and school site administrators will utilize Fidelity Walk-Through Forms to monitor evidence of implementation integrity. Schools will also receive ongoing professional learning throughout the year. Part of this professional learning includes a district folder where resources will be housed that are accessible to all teachers.
Lexia's *Core 5*	Moderate	
UFLI Foundations, University of Florida Literacy Institute (K-2)	Moderate	
*Imagine Learning Language and Literacy (*NES (Non-English Speaking) or LES (Limited English Speaking), along with students that have achieved an overall composite score of 1.0-2.9 on the statewide English proficiency assessment (WIDA Access for ELLs 2.0) are	Promising	

required to have a language acquisition program.)		
IXL Language Arts	Promising	IXL Language Arts by IXL Learning Company does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations 2 and 4: Provide direct and explicit comprehension strategy instruction and Increase student motivation and engagement in literacy learning, Promising Evidence. These recommendations were built into the program by breaking skills into small, focused learning targets and providing immediate, step-by-step guidance. Each skill begins with a clear explanation and interactive examples, followed by scaffolded practice that adapts in real time to student performance. As students work, IXL offers immediate corrective feedback, explanations for errors, and targeted skill recommendations, ensuring that instruction remains explicit and personalized. To build motivation and engagement, IXL incorporates elements of gamification, such as points, awards, and progress tracking, which encourage students to persist through challenges. The adaptive practice keeps learners in their "just-right" zone of difficulty, preventing frustration and promoting confidence. In addition, students can see their own growth through progress dashboards and goal-setting features, making success visible and reinforcing effort. The district will monitor the implementation of this program through monthly data collection and analysis by school and district administrators. District personnel will create quarterly incentive challenges which motivate and engage students. School sites and district personnel will support and monitor the implementation of this program bi-weekly to monthly through the district's Multi-Tiered Systems of Support/MTSS data analysis of progress monitoring probes for students participating in intervention.

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)**
Strategic Instruction Model (SIM) Strategies	Strong	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Imagine Learning Language & Literacy	Promising	

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

For K–3 students who demonstrate a substantial deficiency in reading or exhibit characteristics of dyslexia, UFLI Foundations provides a systematic and multisensory intervention approach that engages visual, auditory, and kinesthetic learning pathways. Each lesson follows an eight-step routine that incorporates a Visual Drill (students see graphemes and quickly connect them to sounds), an Auditory Drill (students hear phonemes and produce the matching graphemes), a Blending Drill (combining sounds to read words using auditory and articulatory channels), and hands-on word work through tools like Word Work Mats, Blending Boards, and decodable text passages. These components allow students to practice foundational skills in a structured, repetitive way that strengthens neural pathways critical for reading. While not required, many teachers also enhance instruction with aligned multisensory phonics chants that pair gestures and chant-style repetition with the UFLI phonics sequence to reinforce sound-symbol associations. Collectively, these elements comprise the multisensory intervention embedded within UFLI Foundations, making it well-suited for intensive remediation with students who display dyslexic tendencies.

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

Tier 3 interventions are initiated when a student's performance and growth trajectory on curriculum-based measures demonstrate that Tier 2 supports are not intensive enough to close the gap. Specifically, students whose scores remain significantly below benchmark expectations (typically at or below the 10th–20th percentile) and whose rate of improvement during 6–8 weeks of Tier 2 intervention fails to accelerate toward grade-level expectations are considered non-responsive to Tier 2. Progress-monitoring data showing flat or minimal growth, a widening gap compared to peers, or a trend line that remains consistently below the target aim line signal inadequate response. In these cases, the MTSS/Data Team determines the student requires a higher level of intensity, individualization, and duration of instruction—prompting placement into Tier 3 intensive interventions.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions
Beginning of Year Data

Students who meet any of the following criteria:

Students in any grade level K-3 who score Level 1 on PM3 and/or were retained in a previous grade level will receive Tier 3 intervention in addition to Tier 2 intervention

Note: The student must be identified as in need of Tier 3 interventions and/or the K-3 student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension); and:

K-2:

- FAST-STAR: Below the ~~10th percentile~~ Level 2 or is unable to complete the practice items on the coordinated screening and progress monitoring system
    - VPK=below Level 2 on the middle or end of year test administration
    - K=below Level 2 on the designated grade-level assessment at the beginning, middle or end of the year test administration
    - Grades 1 and 2=below Level 2 for the specified test administration
  and/or
- DIBELS: Red risk level

Grade 3:
- FAST ELA Reading: Below the 20th percentile at the beginning or middle of the year test administration and see note above or
- Level 1 on the end of the year statewide, standardized English Language Arts (ELA) assessment

Grade 4-5:
- FAST ELA Reading: Level 1

Grade K-5 students meet the following criteria throughout the year:
Benchmark Advance Florida Unit Assessments: 0-39%.

Number of times per week interventions are provided:
5 days/week (or as directed by the intervention design)
Number of minutes per intervention session:
30-45 minutes (or as directed by the intervention design)

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)
UFLI Foundations, University of Florida Literacy Institute (K-2)	Moderate	
Lexia's *Core 5 – Teacher Led Small Group Lessons will be utilized*	Moderate	
Story Champs		Story Champs by Language Dynamics Group does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, has Rationale Evidence. This recommendation was built into the program by using structured storytelling routines that explicitly teach students how to understand and produce narrative and inferential language. Through guided oral retellings and story generation activities, students practice organizing

		ideas with key story elements (characters, setting, problem, events, resolution) and using temporal and causal connectors to build coherence. The program also emphasizes inferential language by prompting students to explain motives, make predictions, and discuss cause-and-effect within stories. School sites and district personnel will support and monitor the implementation of this program bi-weekly to monthly through the district's Multi-Tiered Systems of Support/MTSS data analysis of progress monitoring probes. Coaches and school site administrators will utilize Fidelity Walk-Through Forms to monitor evidence of implementation integrity. Schools will also receive ongoing professional learning throughout the year. Part of this professional learning includes a district folder where resources will be housed that are accessible to all teachers.
Benchmark Advance Florida interventions		Benchmark Advance 2022 by Benchmark Education does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade. Recommendations 1: Teach students how to use reading comprehension strategies, Promising Evidence. This recommendation was built into the program by teaching reading strategies through explicit instruction, modeling, and guided practice embedded in daily lessons. Teachers introduce strategies such as predicting, questioning, summarizing, visualizing, and making connections within authentic, grade-level texts. Using a gradual release approach (*I Do, We Do, You Do*), students first observe strategies in action, then practice them with support, and finally apply them independently. Close reading routines scaffolded small-group lessons, and leveled texts provide multiple opportunities for students to use strategies in context, while reflection activities build metacognitive awareness of how strategies support comprehension. The district will support and monitor implementation of this program weekly to monthly through weekly and unit assessment

| | | data. Coaches and school site administrators will utilize walk through data to monitor evidence of implementation integrity. Schools will also receive ongoing professional learning throughout the year. Part of this professional learning includes Professional Learning Communities and a district folder where data and resources are housed for all teachers. |

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)**
EPS' *Sounds Sensible* (taught by an ESE certified teacher)		SPIRE Foundations: Sound Sensible by EPS Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendations 2 and 3: Develop awareness of the segments of sounds in speech and how they link to letters and teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by building foundational literacy by developing students' awareness of speech sounds and linking them to letters through explicit, multisensory instruction. Students practice segmenting, blending, and manipulating sounds, then apply this knowledge to decode and spell words. The program also teaches them to analyze word parts, such as onsets, rimes, and affixes, while reinforcing skills through writing and recognition activities. This systematic approach helps students move from sound awareness to fluent word reading and writing. The district will monitor the implementation of this program through monthly data collection and analysis by school and district administrators. Schools will also conduct fidelity observations with checklists, tracking lesson pacing, and using regular progress monitoring assessments to measure student growth in phonological awareness and decoding. Ongoing teacher collaboration in PLCs and feedback from

		coaches help ensure consistent delivery and effective support for students.
EPS' *S.P.I.R.E.* (taught by an ESE certified teacher)	Promising	

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Imagine Learning Language and Literacy – Teacher Led Small Group Lessons will be utilized	Promising	

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
Lexia Core5 supports multisensory intervention for K–3 students with reading deficits by seamlessly blending multimodal online instruction—where students hear, see, and interact with foundational reading elements—with targeted, teacher-delivered Lexia Lessons that reinforce those skills through visual aids, oral practice, writing, and collaboration. These in-person lessons are complemented by offline, manipulative-rich resources—including Lexia Skill Builders and Connections—that students can physically manipulate to deepen their understanding and retention. Together, these components ensure a structured, systematic, and richly multisensory learning experience tailored to meet the needs of struggling and dyslexia-affected readers.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 2. Lesson plans are monitored weekly by school-based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting biweekly with the core teacher/Tier 2 teacher to collaborate.

7. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

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

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

Summer Reading Camps for Retained Grade 3 Students

Schedule:
June 3-June 27, 2025, M-F
7:30-8:00: Arrival and Breakfast (provided for all)
8:00-8:45: Phonics for Reading (if needed)
8:45-9:15: Standards-based practice for SAT-10
9:15-9:30: Read Aloud
9:30-9:45: Recess
9:45-11:45: Benchmark Advance Unit 9: Spending Time and Money
11:45-12:15: Lunch (provided for all)
12:15-1:00: Additional small group/independent time based on student need
1:00: Dismissal

Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>:
Third grade Summer Reading Camp teachers are using a combination of resources based on students' needs including content from the Benchmark Advance's Unit 9: Economics of the adopted core curriculum, which was intentionally saved for use in summer learning. The resources for differentiated instruction and intervention provided through Benchmark will also be available for the teacher. Teachers can use the weekly assessments for progress monitoring of the B.E.S.T. standards and the end-of-unit assessment will be used to gauge student knowledge of B.E.S.T. standards taught within that unit. Interventions are done with explicit teacher instruction and with multisensory components.
Alternative Assessment Used:
SAT 10
Additional Information (optional):
NA

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option?
☐Yes   ☒No
If yes, please describe the grade level(s) that will be invited to participate.

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?**
Diagnostic/ Placement Assessment—Lexia's *PowerUp* Program	☒ 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
easyCBM	☒ 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
IXL Snapshot Assessments	☒ 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.**

Students' prior years' data on state assessments is examined along with English Language Arts formative and summative assessment data to determine need for a Tier 2 or 3 intervention in reading. Additional diagnostic data is also examined, when available. For instance, easyCBM, DIBELS, or PSAT data could be evaluated by the MTSS problem-solving team.

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

Tier 1 instruction is monitored through data chats, PLCs, classroom walkthroughs, formative and summative assessments.

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

Monthly progress monitoring will evaluate whether Tier 2 interventions are having the desired effect; oversight by a District Program Intervention Prevention Specialist and the MTSS problem-solving school-based team will also aid in monitoring.

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

Weekly up to bimonthly progress monitoring will evaluate whether Tier 3 interventions are having the desired effect; oversight by a District Program Intervention Prevention Specialist and the MTSS problem-solving team will also aid in monitoring.

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

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
- Previous year's Spring FAST indicates a level 3 or above. If data is not available, Fall of the current year's FAST data will be used.
  and/or
- If the student has not been retained, is not in the MTSS process
  and/or
- FAST ELA Reading: Level 3 or higher
  and/or
- IXL Diagnostic: On or above grade level

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- Students maintain a Level 3 or above on FAST ELA Reading.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
- PLC Guiding Questions
  - What do we want students to know and be able to do?
  - How will we know if they learn it?
  - How will we respond when some students do not learn?
  - How will we extend the learning for students who are already proficient?
- Weekly/monthly data chats,
- School problem solving teams, and
- Coaching by administrators, school-based and /or district-based literacy/instructional coaches are in place to improve effectiveness of Tier 1 instruction.
-

Core Instruction

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

Name of Program	Year of Program Adoption
Savvas Learning's *myPerspectives*	2021-22 SY

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

- Students are Level 2 or lower on FAST ELA Reading,
  and/or
- *IXL* snapshots are below grade level

Tier 1 Instruction + Tier 2 Interventions		

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
  Indicators may include retention at a previous grade level, previous placement in the MTSS process, and/or student is being considered for retention in the current school year due to a deficiency in reading, and:

- FAST ELA Reading: Level 2 and/or
- *IXL* Snapshot is below grade level

Number of times per week interventions are provided:
3-5 days/week (or as directed by the intervention design)
Number of minutes per intervention session:
20-30 minutes (or as directed by the intervention design)
Course(s) where interventions take place:
Critical Thinking (6-8), AVID (6-12), or Unique Sills: Curriculum and Learning (6-8)

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)
Savvas *myPerspectives* Remediation		Savvas myPerspectives by Savvas Learning Company, LLC does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation 2: Provide direct and explicit comprehension strategy instruction, Promising Evidence. This recommendation was built into the program by structuring lessons so that teachers first model skills and strategies before gradually releasing responsibility to students. Each unit provides clear learning targets and step-by-step teaching routines that guide teachers in demonstrating reading, writing, speaking, and listening skills. Explicit instruction is embedded through "Model the Skill" and "Teach" sections, where teachers show how to apply strategies (such as analyzing text structure, citing evidence, or revising writing) using think-alouds and examples. Students then move into guided practice, collaborative work, and independent tasks that reinforce the modeled skill. Throughout the program, scaffolded supports, differentiated resources, and consistent routines ensure that direct teaching is paired with opportunities for students

		to practice, apply, and reflect on their learning in meaningful contexts. The district will monitor implementation of this program monthly through data collection and analysis by school and district administrators. Coaches and school site administrators will utilize walk through data to monitor evidence of implementation integrity. Schools will also receive ongoing professional learning throughout the year. Part of this professional learning includes weekly Professional Learning Communities.
Imagine Learning Language and Literacy: NES (Non-English Speaking) or LES (Limited English Speaking), along with students that have achieved an overall composite score of 1.0-2.9 on the statewide English proficiency assessment (WIDA Access for ELLs 2.0) are required to have a language acquisition program.	Moderate	
IXL Language Arts		IXL Language Arts by IXL Learning Company does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations 2 and 4: Provide direct and explicit comprehension strategy instruction and Increase student motivation and engagement in literacy learning, Promising Evidence. These recommendations were built into the program by breaking skills into small, focused learning targets and providing immediate, step-by-step guidance. Each skill begins with a clear explanation and interactive examples, followed by scaffolded practice that adapts in real time to student performance. As students work, IXL offers immediate corrective feedback, explanations for errors, and targeted skill recommendations, ensuring that instruction remains explicit and personalized.

To build motivation and engagement, IXL incorporates elements of gamification, such as points, awards, and progress tracking, which encourage students to persist through challenges. The adaptive practice keeps learners in their "just-right" zone of difficulty, preventing frustration and promoting confidence. In addition, students can see their own growth through progress dashboards and goal-setting features, making success visible and reinforcing effort.

The district will monitor the implementation of this program through monthly data collection and analysis by school and district administrators. District personnel will create quarterly incentive challenges which motivate and engage students. School sites and district personnel will support and monitor the implementation of this program bi-weekly to monthly through the district's Multi-Tiered Systems of Support/MTSS data analysis of progress monitoring probes for students participating in intervention.

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)
Strategic Instruction Model (SIM) Strategies	Strong	
SIM: Xtreme Reading-Struggling Readers	Strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Learning Language and Literacy	Promising	

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

Tier 3 interventions are added when a student's ongoing performance and progress-monitoring data clearly show that Tier 1 and Tier 2 supports are insufficient to close the gap and help the student meet grade-level expectations. Specifically, students who consistently score significantly below benchmark expectations (typically at or below the 10th–20th percentile) on curriculum-based measures, do not demonstrate adequate growth, and whose progress-monitoring trend line fails to approach the expected aim line after a period of approximately 6–8 weeks of Tier 2 intervention, are considered non-responsive. These indicators—persistent low achievement, minimal rate of progress despite high-quality instruction, and a widening gap compared to peers—signal the need to intensify instruction. As a result, the MTSS/Data Team moves the student into Tier 3, where instruction becomes more individualized, explicit, and intensive in duration, frequency, and delivery.

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:
Indicators may include retention at a previous grade level, previous placement in the MTSS process, and/or student is being considered for retention in the current school year due to a deficiency in reading, and:

- FAST ELA Reading: Level 1,
  and/or
- *IXL* Snapshot far below grade level,
  and/or
- Students enrolled in an ACCESS ELA course

Number of times per week interventions are provided:
5 days/week (or as directed by the intervention design)
Number of minutes per intervention session:
30-45 minutes (or as directed by the intervention design)
Course(s) where interventions take place:
Intensive Reading, ACCESS ELA, or Unique Sills: Curriculum and Learning (6-8)

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia's *PowerUp Literacy – Teacher Led Small Group Lessons will be utilized*	Promising	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
EPS' S.P.I.R.E. (taught by an ESE certified teacher)	Promising	
Strategic Instruction Model (SIM) Strategies (taught by an ESE certified teacher)	Strong	
SIM: Xtreme Reading-Struggling Readers (taught by an ESE certified teacher)	Strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Learning Language and Literacy – Teacher Led Small Group Lessons will be utilized	Promising	

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

The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 2. Lesson plans are monitored weekly by school-based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting biweekly with the core teacher/Tier 2 teacher to collaborate.

Grades 9-12

13. **Grades 9-12 Assessments**

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Diagnostic/ Placement Assessment— Lexia's *PowerUp* Program	☒ 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
easyCBM	☒ 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
IXL Snapshot Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☒ Monthly

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?**
	☒ Grade 12 ☐ All Students ☒ Select Students	☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

Students' prior years' data on state assessments is examined along with English Language Arts formative and summative assessment data to determine need for a Tier 2 or 3 intervention in reading. Additional diagnostic data is also examined, when available. For instance, easyCBM, DIBELS, or PSAT data could be evaluated by the MTSS problem-solving team.

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

Tier 1 instruction is monitored through data chats, PLCs, classroom walkthroughs, formative and summative assessments.

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

Monthly progress monitoring will evaluate whether Tier 2 interventions are having the desired effect; oversight by a District Program Intervention Prevention Specialist and the MTSS problem-solving school-based team will also aid in monitoring.

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

Weekly to bimonthly ~~Monthly~~ progress monitoring will evaluate whether Tier 3 interventions are having the desired effect; oversight by a District Program Intervention Prevention Specialist and the MTSS problem-solving team will also aid in monitoring.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
• Previous year's Spring FAST indicates a level 3 or above.
   And/or
• If the student has not been retained, is not in the MTSS process
   And/or
• FAST ELA Reading: Level 3 or higher on PM3
   And/or
• IXL Diagnostic: On or above grade level
•

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

- Students maintain a Level 3 or above on FAST ELA Reading.

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?

- PLC Guiding Questions
  - What do we want students to know and be able to do?
  - How will we know if they learn it?
  - How will we respond when some students do not learn?
  - How will we extend the learning for students who are already proficient?
- Weekly/monthly data chats,
- School problem solving teams, and
- Coaching by administrators, school-based and /or district-based literacy/instructional coaches are in place to improve effectiveness of Tier 1 instruction.

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

Name of Program	Year of Program Adoption
Savvas Learning's *myPerspectives*	2021-22 SY
Supplemental- *Imagine Learning Language and Literacy:* NES (Non-English Speaking) or LES (Limited English Speaking), along with students that have achieved an overall composite score of 1.0-2.9 on the statewide English proficiency assessment (WIDA Access for ELLs 2.0) are required to have a language acquisition program.	2012-13 SY
Supplemental- *IXL Language Arts*	2024-25 SY

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

- Students are Level 2 or lower on FAST ELA Reading, and/or
- *IXL* snapshots are below grade level

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include retention at a previous grade level, previous placement in the MTSS process, , and/or student is being considered for retention in the current school year due to a deficiency in reading, and:

- FAST ELA Reading: Level 2 and/or
- *IXL* Snapshot is below grade level

Number of times per week interventions are provided:
3-5 days/week (or as directed by the intervention design)
Number of minutes per intervention session:
20-30 minutes (or as directed by the intervention design)

Course(s) where interventions take place:		
Research, AVID, or Unique Sills: Curriculum and Learning (9-12)		
Supplemental Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Savvas *myPerspectives* Remediation	Promising	
IXL Language Arts		IXL Language Arts by IXL Learning Company does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations 2 and 4: Provide direct and explicit comprehension strategy instruction and Increase student motivation and engagement in literacy learning, Promising Evidence. These recommendations were built into the program by breaking skills into small, focused learning targets and providing immediate, step-by-step guidance. Each skill begins with a clear explanation and interactive examples, followed by scaffolded practice that adapts in real time to student performance. As students work, IXL offers immediate corrective feedback, explanations for errors, and targeted skill recommendations, ensuring that instruction remains explicit and personalized. To build motivation and engagement, IXL incorporates elements of gamification, such as points, awards, and progress tracking, which encourage students to persist through challenges. The adaptive practice keeps learners in their "just-right" zone of difficulty, preventing frustration and promoting confidence. In addition, students can see their own growth through progress dashboards and goal-setting features, making success visible and reinforcing effort. The district will monitor the implementation of this program through monthly data collection and analysis by school and district administrators. District personnel will create quarterly incentive challenges which motivate

		and engage students. School sites and district personnel will support and monitor the implementation of this program bi-weekly to monthly through the district's Multi-Tiered Systems of Support/MTSS data analysis of progress monitoring probes for students participating in intervention.
Imagine Learning Language and Literacy: NES (Non-English Speaking) or LES (Limited English Speaking), along with students that have achieved an overall composite score of 1.0-2.9 on the statewide English proficiency assessment (WIDA Access for ELLs 2.0) are required to have a language acquisition program.		

Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Strategic Instruction Model (SIM) Strategies	Strong	
SIM: Xtreme Reading-Struggling Readers	Strong	

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Imagine Learning Language and Literacy	Promising	

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
   Students meeting the criteria for Tier 3 instruction on FAST ELA Reading, coupled with classroom performance and teacher observation, will move to Tier 3 supports.

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:
   No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators may include retention at a previous grade level, previous placement in the MTSS process, progress in core ELA/Reading is minimal, and/or student is being considered for retention in the current school year due to a deficiency in reading, and:

- FAST ELA Reading: Level 1,
- *IXL* Snapshot farbelow grade level, and/or
- Students enrolled in an ACCESS ELA course

Number of times per week interventions are provided:

5 days/week (or as directed by the intervention design)

Number of minutes per intervention session:

30-45 minutes (or as directed by the intervention design)

Course(s) where interventions take place:

Intensive Reading, ACCESS ELA, or Unique Sills: Curriculum and Learning (9-12)

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)
Lexia's *PowerUp Literacy – Teacher Led Small Group Lessons will be utilized*	Promising	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
EPS' Sounds Sensible (taught by an ESE certified teacher)		SPIRE Foundations: Sound Sensible by EPS Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendations 2 and 3: Develop awareness of the segments of sounds in speech and how they link to letters and teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by building foundational literacy by developing students' awareness of speech sounds and linking them to letters through explicit, multisensory instruction. Students practice segmenting, blending, and manipulating sounds, then apply this knowledge to decode and spell words. The program also teaches them to analyze word parts, such as onsets, rimes, and affixes, while reinforcing skills through writing and recognition activities. This systematic approach helps students move from sound awareness to fluent word reading and writing. The district will monitor the implementation of this program through monthly data collection and analysis by school and district administrators. Schools will also conduct fidelity

		observations with checklists, tracking lesson pacing, and using regular progress monitoring assessments to measure student growth in phonological awareness and decoding. Ongoing teacher collaboration in PLCs and feedback from coaches help ensure consistent delivery and effective support for students.
EPS' S.P.I.R.E. (taught by an ESE certified teacher)	Promising	
Strategic Instruction Model (SIM) Strategies (taught by an ESE certified teacher)	Strong	
SIM: Xtreme Reading-Struggling Readers (taught by an ESE certified teacher)	Strong	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Imagine Learning Language and Literacy – Teacher Led Small Group Lessons will be utilized	Promising	

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

   The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 2. Lesson plans are monitored weekly by school-based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting biweekly with the core teacher/Tier 2 teacher to collaborate.

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

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

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

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

Name of Professional Learning	Target Audience	Description
Reading Refresher (40 hours)	Instructional staff who require the course based on their certification coverage	The Reading Refresher course through Literacy Solutions was designed in response to the 2021 updates to section 1012.585(3)(f), Florida Statutes (F.S.) requiring an applicant for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of 2 college credits or the equivalent in-service points in evidence-based instruction and interventions grounded in the science of reading specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies.
Exploring Structured Literacy (40 hours)	Instructional staff who require the course based on their certification coverage	The Exploring Structured Literacy course through FDLRS was designed in response to the 2021 updates to section 1012.585(3)(f), Florida Statutes (F.S.) requiring an applicant for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of 2 college credits or the equivalent in-service points in evidence-based instruction and interventions grounded in the science of reading specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies.

Reading Endorsement Courses (60 hours each)	Instructional staff	Reading Endorsement courses are designed for licensed teachers seeking to enhance their knowledge and skills in reading instruction. These courses focus on research-based reading practices, integrating the six components of reading, and providing practical tools for classroom application. They include a culminating practicum where teachers demonstrate their understanding through assessments and data analysis, ultimately implementing comprehensive reading plans for all students.
University of Florida Flamingo Literacy Micro-Credential Courses: Emergent Elementary Secondary (60 hours each)	PreK-12 Staff	Created in partnership with the Florida Department of Education and the Division of Early Learning, the UF Lastinger Center for Learning's Flamingo Literacy Micro-Credentials are available at no cost to Florida early childcare and instructional personnel to create accessible and on-demand reading professional learning. This professional learning program equips instructional personnel from birth through twelfth grade with the skills to identify literacy difficulties and implement appropriate interventions. Participants learn to apply evidence-based practices and effectively utilize progress monitoring and intervention materials to enhance student literacy outcomes.

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

   Martin County School District has developed a comprehensive professional learning plan tailored to the specific needs of our Pre-Kindergarten teachers, grounded in student achievement data and informed by a thorough needs assessment. This plan is designed to support instructional personnel and certified PreK teachers funded through the Florida Education Finance Program (FEFP) in earning certifications, credentials, endorsements, or advanced degrees in scientifically researched and evidence-based reading instruction.

   A key component of our professional learning strategy is the partnership with the University of Florida Lastinger Center for Learning. We provide our PreK teachers with information about the micro-credentials offered through the Lastinger Center, specifically the Emergent Literacy Micro-Credential. This program is a hybrid model that includes asynchronous online modules, instructor-supported online courses, and job-embedded practicum experiences. It is designed to build emergent literacy knowledge and skills with high-quality content, supporting language and literacy requirements for the Child Development Associate (CDA) professional portfolio, and satisfying the 40-hour reading requirement for renewal for certified Florida educators, if completed after October 21, 2024.

In addition to the micro-credential offerings, Martin County School District is committed to supporting PreK teachers in pursuing further certifications as they become available. This proactive approach ensures that educators have access to ongoing professional development opportunities that align with the latest research and best practices in reading instruction.

Through these initiatives, we aim to equip our PreK teachers with the necessary qualifications and skills to provide high-quality, evidence-based reading instruction, thereby enhancing student literacy outcomes across the district.

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

Professional learning in Martin County School District is strategically differentiated and intensified using progress monitoring data as well as Instructional Rigor Walk data to ensure that it meets the specific needs of teachers. We leverage this data to place our district instructional coaches at schools where they are most needed, allowing for targeted support tailored to the unique needs of teachers and staff.

With instructional coaches embedded on campus, they are able to differentiate professional learning by providing customized coaching and support. This approach ensures that teachers receive job-embedded, real-time feedback that directly addresses their individual growth areas. Additionally, the instructional coaches are equipped to intensify professional learning when necessary, offering more focused, hands-on support for teachers who may need additional assistance based on their progress monitoring data.

Through this data-driven, flexible coaching model, we ensure that professional learning is responsive, relevant, and continually evolving to help all teachers reach their highest potential.

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

There is a comprehensive plan in place to develop and support high-quality mentors across our schools. Each campus receives a designated number of *MartinMentor* allocations based on teacher turnover rates and the number of new educators on staff.

To qualify as a *MartinMentor*, teachers must meet rigorous criteria: a minimum of three years of highly effective evaluations, certification as a Clinical Educator, and a recommendation from their school principal. Once selected, mentors engage in targeted professional learning focused on lesson planning, classroom observation, effective feedback, and facilitating adult learning. They also lead professional learning while actively supporting their assigned mentees.

MartinMentors play a key role in establishing model classrooms within their schools. These classrooms serve as exemplars of effective teaching practice and are used in coaching labs, where new teachers observe these classrooms through instructional rounds alongside their mentors. This hands-on structure, developed in collaboration with the Professional Learning Department, brings model classrooms to life and helps spread best practices across the district.

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

All schools are required to provide dedicated time for Collaborative Action Teams (CAT) to meet at least once per week, ensuring consistent opportunities for professional collaboration and data-driven instructional planning. In addition to CAT meetings, schools must offer ongoing professional learning aligned with instructional priorities.

Each school will work closely with the Professional Learning Department to design and implement a customized school-based learning plan grounded in student achievement data and aligned with their School Improvement Plan.

As part of this structure, principals also facilitate a weekly *Principal's Classroom*—a targeted professional learning session where teachers engage in focused development based on School Improvement Plan goals, student performance data, and insights gathered through Instructional Rigor Walks. This intentional approach ensures that professional learning remains relevant, responsive, and tightly aligned to each school's instructional needs.

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

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

Name of Tutoring Program	Target Audience	Description
NA		

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

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

Parents of students identified with a substantial reading deficiency receive a letter (Form 1085: Parent Notification of Student Deficiency in Reading). They are also provided with a read-at-home plan.

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

The District's Parent Resource Centers engage in family outreach and offer literacy activities and games that can be used at home. Many schools also reach out to local agencies to collaborate on literacy nights, especially during Celebrate Literacy Week. Under the New Worlds Reading Initiative, elementary schools have partnered to bring the gift of literacy into PreK-5 students' homes. The Martin County Education Foundation has hosted Book Bonanzas to support New Worlds sign-ups; the Education Foundation has also provided book vending machines to school sites to provide additional books the students can take home to build libraries. Martin County is a Grade-Level Reading Community which has a steering committee tasked with bringing all the community partners together on behalf of the students of Martin County. Some community partners with whom Martin County School District meets bi-monthly are United Way, Early Learning Coalition, Boys and Girls Club, Parks and Recreation, Martin County Library System, YMCA, and Children Services Council (CSC). The CSC has hired a "Martin Reads" coordinator who has reached out to schools to support literacy activities as well.

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

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

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

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

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

9) Highly Effective Teachers

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

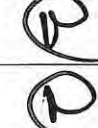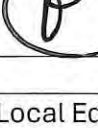The district prioritizes the assignment of highly effective teachers to Kindergarten through Grade 2 classrooms to ensure students receive high-quality, foundational literacy instruction. Each year, teacher evaluation data is reviewed in collaboration with school leadership to strategically place teachers rated "Highly Effective" in K–2 classrooms, with special attention to schools and grade levels with the greatest student need.

Highly effective teachers assigned to these early grades are also prioritized for additional literacy credentials, such as reading endorsements or micro-credentials aligned with the science of reading. Literacy coaches provide ongoing support to these educators through targeted coaching cycles and professional learning to strengthen Tier 1 and Tier 2 instruction. For Tier 3 intervention, the district ensures that highly effective teachers are placed with K–2 students to accelerate reading development and close early gaps.
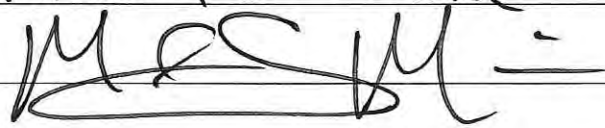
This approach reflects the district's commitment to maximizing instructional quality during the critical early years of literacy development by placing its most effective educators where they can have the greatest impact.

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

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

Initials	Assurance
(initial)	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.
(initial)	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.
(initial)	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.
(initial)	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
(initial)	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
(initial)	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.
(initial)	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
(initial)	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
(initial)	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): Michael S. Maine	
Signature: *(signature)*	Date: 9.11.25