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. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval.

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 (850-983-5150)
Main Reading Contact	Mandy King	kingm@santarosa.k12.fl.us	Ext. 1318
Data Element	Dustin Gray	grayd@santarosa.k12.fl.us	Ext. 1073
Third Grade Promotion	Mandy King	kingm@santarosa.k12.fl.us	Ext. 1318
Multi-Tiered System of Supports	Warren Stevens	stevensw@santarosa.k12.fl.us	Ext. 1048
Professional Development	Christina Andrus	andrusc@santarosa.k12.fl.us	Ext. 1339
PreK/VPK	Nancy Haupt	hauptn@santarosa.k12.fl.us	Ext. 1340
Students with a Disability/IEP	Debbie Anderson	andersond@santarosa.k12.fl.us	Ext. 1021
English Language Learners	Bobbie Lewter	lewterb@santarosa.k12.fl.us	Ext. 1316
ESE PreK	Laura Wesley	wesleyl@santarosa.k12.fl.us	Ext. 2919

2) District Expenditures

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	**562,000.00**	**7**
Scientifically researched and evidence-based supplemental instructional materials	**221,756.25**	
Third grade summer reading camps	**110,000.00**	
Summer reading camps		
Secondary Expenses		
Literacy coaches	**442,500.00**	**5**
Scientifically researched and evidence-based supplemental instructional materials	**151,952.25**	
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	**190,423.00**	
Tutoring programs to accelerate literacy learning	**46,812.50**	
Family engagement activities	**14,000.00**	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	**1,739,444.00**	

3) Literacy Leadership – District and School

1. **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	2	1	86	88

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

   The district will conduct a thorough analysis of student performance data to identify areas that require improvement. In response, the district will offer VPK teachers targeted professional development opportunities aimed at enhancing instructional strategies in these specific areas. This initiative is

designed to positively influence student performance. Additionally, ongoing monitoring, Practice Based Coaching, and further professional development will be provided as necessary to ensure continuous improvement.

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 (SEL*)	**14**	**12**	**65**	**70**
1 (SR*)	**22**	**20**	**63**	**68**
2 (SR*)	**16**	**14**	**64**	**69**
3	**14**	**12**	**64**	**69**
4	**15**	**13**	**64**	**69**
5	**13**	**11**	**63**	**68**
6	**13**	**11**	**68**	**73**
7	**16**	**14**	**61**	**66**
8	**14**	**12**	**63**	**68**
9	**14**	**12**	**62**	**67**
10	**12**	**10**	**63**	**68**

*Data reflects the following FAST PM3 assessments: SEL – Star Early Literacy; SR – Star Reading

2. **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.

a. Provide an ex**planation of the following:**

Grades K-5	
District Level	**School Level**
Data that will be collected and frequency of review:	
During the summer, the district reviews PM3 data from the previous year (K-2: Star Early Literacy/Star Reading; grades 3-5: FAST ELA) to identify trends and provide schools with detailed information about their incoming students. After each of the two FAST progress monitoring assessments (PM1: September and PM2: February), the district level staff engage in a War Room where data is analyzed to find trends by grade level, student groups, and schools. Additionally, the district collects and reviews data from monthly Rigor Walks and quarterly curriculum module assessments data.	**During the summer, feeder pattern schools engage in articulation meetings to discuss the data (Star, FAST ELA, MTSS) of incoming students. After each of the FAST progress monitoring assessments (PM1 and PM2), the school leadership team analyzes data (K-2: Star Early Literacy/Star Reading; 3-5 FAST ELA) by grade level/teacher to identify trends and areas in need of support. Monthly, the school leadership team reviews data collected through classroom walkthroughs (Rigor Walks). The school's MTSS team reviews student-level MTSS data on a 4 to 6 week cycle.**
Actions for continuous support and improvement:	
After reviewing the data, district Curriculum and Instruction staff meet individually with schools to discuss findings, identify needs, and plan support	**At the start of the year, Professional Learning Communities (PLCs) focus on needs identified from the previous year's data. After each quarterly**

aligned with the data and school improvement goals. Ongoing professional learning is provided in the targeted areas.	review of assessment and instructional walkthrough data, ongoing professional learning is offered in targeted areas alongside new PLC topics. To support teachers and provide relevant learning, administrators hold quarterly data chats with teachers to review classroom assessment and progress monitoring data.
Grades 6-12	
District Level	School Level
Data that will be collected and frequency of review:	
During the summer, the district reviews PM3 data from the previous year (grades 6-10: FAST ELA) to identify trends and provide schools with detailed information about their incoming students. After each of the two FAST progress monitoring assessments (PM1: September and PM2: February), the district level staff engage in a War Room where data is analyzed to find trends by grade level, student groups, and schools. Additionally, the district collects and reviews data from monthly Rigor Walks and quarterly curriculum unit assessments data.	**During the summer, feeder pattern schools engage in articulation meetings to discuss the data (FAST ELA, MTSS) of incoming students. After each of the FAST progress monitoring assessments (PM1 and PM2), the school leadership team analyzes FAST ELA data by grade level/teacher to identify trends and areas in need of support. Monthly, the school leadership team reviews data collected through classroom walkthroughs (Rigor Walks). The school's MTSS team reviews student-level MTSS data on a 4 to 6 week cycle.**
Actions for continuous support and improvement:	
After reviewing the data, district Curriculum and Instruction staff meet individually with schools to discuss findings, identify needs, and plan support aligned with the data and school improvement goals. Ongoing professional learning is provided in the targeted areas.	**At the start of the year, Professional Learning Communities (PLCs) focus on needs identified from the previous year's data. After each quarterly review of assessment and instructional walkthrough data, ongoing professional learning is offered in targeted areas alongside new PLC topics. To support teachers and provide relevant learning, administrators hold quarterly data chats with teachers to review classroom assessment and progress monitoring data.**

    b.   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.

> **The district will incorporate the following revisions into the CERP to enhance literacy: integrating training into regular meetings with data-driven agendas, involving ESE staff, and providing targeted resources. Key materials will be redesigned for greater clarity, and ongoing professional development will support effective implementation. Targeted training will address Tier 2 and Tier 3 interventions for teachers, administrators, and micro credentialed paraprofessionals. The district will optimize administrators' schedules to allow for more classroom walkthroughs and assign support personnel to guide intervention efforts. Access to aligned progress monitoring tools will be improved, and technology will be leveraged to streamline data tracking. Additionally, the district will establish clear guidelines, ensure consistent leadership communication, allocate time for staff development, and foster collaboration. To increase participation in literacy professional learning, literacy coaches will be designated as points of contact for schools without site-based coaches.**

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

Quarterly classroom observations and walkthroughs utilizing the Model of Instruction from Instructional Empowerment (IE) and the Marzano Observation tool in iObservation. The principals collect data in the IE portal and provide school wide and individual teacher feedback regarding the data collected. Additionally, they review Lesson Plans to ensure alignment with the objectives of the reading plan to include differentiation strategies.

> d. 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 analyze data and progress monitor to look for trends, identify students who need more interventions and ensure teachers are using data to inform instruction. They also facilitate and attend PLCs where teachers discuss reading data, share best practices, and plan instruction.

3. **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.

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

      ☒Yes   ☐No

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

n/a

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

Prior to the start of the school year, the Literacy Coordinator engages in discussions with the principals to define the responsibilities of the literacy coaches, in accordance with 6A-6.053 (6) F.A.C., as stipulated in the principal contract. Additionally, feedback is solicited from administrators through surveys administered at the end of each quarter.

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

The district supports literacy coaches through various initiatives, including monthly professional development sessions led by the Literacy Coordinator, which align with the Just Read Florida Coaching model, and the sharing of relevant literacy news and data from monthly webinars. New literacy coaches also participate in Florida's Literacy Coach Program, and they have daily access to the Literacy Coordinator for discussions on their professional goals and action plans. To further enhance support, the district focuses on ongoing professional development, collaborative planning, consistent feedback systems, mentorship programs, and strong administrative backing.

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

The district supports coaches in prioritizing high-impact activities by providing structured professional development that emphasizes data analysis and goal-setting with teachers. This includes professional learning opportunities focused on effective coaching strategies and the use of data to inform instruction, as well as allocating time for coaches to collaborate with teachers in developing action plans tailored to their specific needs. Coaches will also participate in learning opportunities provided by Just Read, Florida, and attend conferences such as Plain Talk to facilitate their professional growth and development.

> **Additionally, the district encourages ongoing communication and feedback between coaches and teachers to ensure that professional learning is responsive and aligned with student performance data.**

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

> **Literacy Coaches meet with school-based administrators at least every two weeks and with the literacy coordinator monthly to discuss coaching activities and responsibilities. Furthermore, quarterly and semester data reviews are held to assess and modify professional development as necessary at the school sites, and principals receive surveys throughout the year to provide feedback on literacy-related issues.**

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

> **The district measures the effectiveness of literacy coaches through a variety of methods. These include analyzing student achievement data to monitor improvements in literacy skills, collecting teacher feedback via surveys to evaluate the impact of coaching on instructional practices, and conducting classroom observations to assess changes in teaching strategies. Additionally, the district reviews coaching logs and documentation to ensure consistent and high-quality support. Teacher participation in professional development, analysis of student work samples, and tracking of teacher retention and professional growth are also considered. Furthermore, the district gathers qualitative insights through focus groups and interviews with teachers, administrators, and coaches to gain a comprehensive understanding of the coaching program's effectiveness and identify areas for improvement.**

4) Assessment, Curriculum and Reading Instruction

1. **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.](#)

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

The district aligns K-12 instruction with Florida's Revised Formula through the careful organization of Tier 1 instruction and Tier 2, and Tier 3 interventions. Six components of reading are the focus of instruction with the FDOE Approved Reading Curriculum (K-5 HMH, Into Reading, and 6-12 Savvas, My Perspective. Four types of classroom assessments are used regularly to guide and evaluate reading instruction. Specifically, screenings are used at the beginning of each year to provide additional information concerning placement and initial knowledge. STAR, STAR Early Literacy, and HMH Letter/Sound and phoneme segmentation screeners are used to screen students. Assessments include STAR/ STAR Early Literacy and progress monitoring for interventions. Diagnostic assessments are used for Tier 2 and 3 students to determine specific areas of need and intervention placements. Summative Assessments (FAST/Cambium) are used to determine the performance of Santa Rosa students on grade level benchmarks and expectations. In addition, ACT/SAT/CLT concordant scores are used to satisfy graduation requirements.

Core instruction (Tier 1) is provided to all students (including ESE and ELL) in a print-rich environment with scaffolded and differentiated learning opportunities. The district uses HMH Into Reading (K-5) and Savvas, My Perspective (6-12), as the Tier 1 curriculum. Intervention (Tier 2) instruction provides targeted instruction designed to support Tier 1 instruction and address learning gaps a student may experience when learning. Tier 2 interventions are provided by classroom teachers and interventionists using small group instruction. Students are provided multiple opportunities to practice skills with corrective and/or confirming feedback and frequent progress monitoring. Immediate intensive intervention (Tier 3) is designed for students with a substantial deficiency in reading and is taught by a reading endorsed teacher in a small group setting. Evidence-based programs are used for the curriculum.

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

To ensure the holistic development of our students, the Head Start Pre-Kindergarten and VPK programs implement age-appropriate developmental screening tools. Within the first 45 days of school, each child is assessed using the Dial-4 screener. This tool helps identify possible developmental delays by comparing students' progress to age benchmarks.

For our four-year-old students, the Renaissance Star Early Literacy assessment continuously monitors academic growth and readiness for kindergarten.

These assessments empower our teaching staff to tailor instruction and group activities to meet individual students' needs effectively. By utilizing research-based tools tailored to the unique requirements of children at their respective ages, we strive to foster an environment that supports each child's growth and learning journey.

The ESE Pre-K program uses research-based curriculum that supports and aligns learning for students with disabilities across the domains of the Florida Early Learning and Developmental Standards (FELDS) to include physical development, approaches to learning, social and emotional development, language and literacy, mathematical thinking, scientific inquiry, social studies, and creative expression through the arts. The curriculum, Benchmark Ready to Advance, is designed with a scope and sequence and can be adapted based upon the needs of all learners. The curriculum also aligns with the state-mandated Child Outcomes Summary (COS). This tool is not an assessment instrument but is used to evaluate each child's developmental progress between the time they enter the ESE Pre-K program and exit the ESE Pre-K program, which is required by the state of Florida.

Students in the inclusion ESE Pre-K classrooms (VPK Blended) will participate in the STAR Early Literacy Assessment to monitor progress throughout the year. Students in ESE Pre-K program, including our inclusion students, are assessed using the Technical Assistance and Training System (TATS) Progress Monitoring Checklist. This assessment is administered quarterly to ESE Pre-K students in the Varying Exceptionalities classrooms. The TATS Checklist focuses on emergent literacy skills that align to the FELDS as well as early writing and emergent pre-academic skills. Students with limited verbal skills in the ESE Pre-K program often participate in a self-contained classroom called a CBSA (Communication, Behavior, Social, and Academic) Pre-K classroom. CBSA Pre-K students will participate in the Verbal Behavior Milestones and Placement Program (VB-MAPP) assessment. This assessment encompasses the FELDS and primarily assesses a student's language, communication, and social skill development.

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

The Head Start Pre-Kindergarten and VPK programs use The Frog Street Curriculum. This curriculum is based on research-driven learning principles. This comprehensive and age-appropriate curriculum aligns with the developmental needs of the children in the program. It provides a structured and sequential approach to skill and concept development across various learning areas, including Mathematics, Science, Language Arts, Literacy, Physical Health and Development, Social and Emotional Development, and Approaches to Learning. By implementing the Frog Street Curriculum, the Head Start Pre-Kindergarten and VPK programs ensure that learning experiences are customized to meet the developmental progress and diverse learning styles of children. In addition, our four-year-old students receive instruction based on the Heggerty Phonemic Awareness Pre-Kindergarten curriculum. Progress is assessed using the FAST Star Early Literacy assessment and a district created portfolio.

Tier 1 curriculum for ESE PreK includes Benchmark Ready to Advance (all ESE Pre-K units, Heggerty Phonemic Awareness and Early Literacy Program, and the Benchmark Ready to Advance Foundational Learning for 3-year-old students. All Tier 1 materials are aligned with the FELDS and progress is assessed using the TATS Progress Monitoring Checklist, Star Early Literacy and/or the VB-MAPP. For students needing targeted interventions (Tier 2), the Florida Center for Reading Research (FCRR) notebook is used. For students needing intensive individual interventions (Tier 3), Sound Boxes, Story Champs, and Expanding Expression Toolkit (EET) are used to provide intervention.

d. 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.**

Students identified as having a substantial deficiency in early literacy skills are referred to the Head Start Prekindergarten and VPK programs' Multi-Tiered System of Supports (MTSS) Team. This team conducts weekly progress monitoring to closely track student development. Targeted early phonological awareness instruction is provided by teachers in small groups or individually, focusing on blending, segmenting, and manipulating larger, more salient units of speech such as onsets, rhymes, and syllables, in addition to whole-group instruction and practice. Upon mastery of these skills, students advance to phonemic awareness instruction, which includes isolating initial, final, and medial phonemes in single-syllable words. Furthermore, these students are offered additional literacy support through the Summer Bridge Program prior to kindergarten entry.

Teachers utilize daily instructional resources such as Heggerty Phonemic Awareness Pre-Kindergarten and Frog Street curriculums and have access to intervention materials from the Florida Center for Reading Research (FCRR) to support targeted literacy interventions.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. **Grades VPK-5 Assessments**

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

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
		☒ Vocabulary ☒ Comprehension		
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?**
DIAL-4	☒ 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
District Created Portfolio	☒ 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
Technical Assistance and Training System (TATS) Progress	☐ VPK ☒ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☒ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
Monitoring Checklist	☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☐ Comprehension		☐ As Needed ☐ Other
Verbal Behavior Milestones and Placement Program (VB-MAPP) Assessment	☐ 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
HMH Curriculum 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
STAR 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
Easy CBM	☐ 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			
Kindergarten Report Card Guide	☐ 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
Kindergarten 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
Core Phonics Survey	☐ 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
Amira Assessment and Dyslexia 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

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?
UFLI Foundations Intervention Placement Test	☐ 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
Renaissance Star Early Literacy (Available for grades K-2 only outside state testing windows, available year-round for grades 3-5)	☐ 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
Renaissance Star Reading (Available for grades K-2 only outside state testing windows, available year-round for grades 3-5)	☐ 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.

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

The district identifies students with reading deficiencies using state criteria and a district developed Decision Tree. Administrators and MTSS teams are trained to use this tool for placing students in Tier 2 or Tier 3 interventions. Early identification is encouraged, with adjustments made based on new data each school year.

A triangulation of data is used alongside the decision trees in collaboration with MTSS processes to accurately identify students' needs. Assessment data—including end-of-year tests, retention records, and district interim Star Early Literacy/Star Reading assessments and state FAST ELA (Grades K-2: Star Early Literacy/Star Reading; Grade 3: FAST ELA) assessments—determine if students meet grade-level expectations or require additional support. Students identified as substantially deficient receive targeted, evidence-based instruction aligned with core curriculum and IES practice guides. Student progress is consistently tracked (bi-weekly for Tier 2, weekly for Tier 3) to identify students requiring additional support. Individual student data is analyzed by the MTSS team on a 4-to-6-week cycle to make informed instructional placement decisions.

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

The district identifies students with reading deficiencies using state criteria and a district developed Decision Tree. Administrators and MTSS teams are trained to use this tool for placing students in Tier 2 or Tier 3 interventions. Early identification is encouraged, with adjustments made based on new data each school year.

> A triangulation of data is used alongside the decision trees in collaboration with MTSS processes to accurately identify students' needs. Assessment data—including end-of-year tests, retention records, district interim Star Reading assessments and state FAST ELA assessments—determine if students meet grade-level expectations or require additional support. Students identified as substantially deficient receive targeted, evidence-based instruction aligned with core curriculum and IES practice guides. Student progress is consistently tracked (bi-weekly for Tier 2, weekly for Tier 3) to identify students requiring additional support. Individual student data is analyzed by the MTSS team on a 4-to-6-week cycle to make informed instructional placement decisions.

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

> The effectiveness of Tier 1 instruction is monitored through a combination of classroom walkthroughs and formal evaluations or observations conducted by administrators. During these observations, instructional practices, student engagement, and alignment with academic standards are carefully assessed. Additionally, student performance data is reviewed to evaluate the extent to which Tier 1 instruction effectively addresses student learning needs.

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

> The effectiveness of Tier 2 interventions is monitored through a comprehensive and collaborative approach. This includes systematic data analysis to track student progress and outcomes. Participation in Professional Learning Communities (PLCs) allows educators to observe how data is utilized to inform instructional adjustments, share best practices, and address student learning gaps. Collaboration with literacy coaches ensures that Tier 2 interventions are implemented with fidelity. Additionally, ongoing communication with the Multi-Tiered System of Supports (MTSS) team facilitates regular discussion of student progress. Outcome evaluations focus on identifying trends such as increased student movement back to Tier 1 supports and a reduction in referrals for Exceptional Student Education (ESE) services, thereby providing evidence of intervention effectiveness.

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

> The effectiveness of Tier 3 interventions is monitored through multiple strategies, including classroom and intervention group observations as well as formal evaluations. Data analysis is conducted regularly to assess student progress and inform instructional decisions. Participation in Professional Learning Communities (PLCs) facilitates collaboration among educators, while close work with literacy coaches supports the fidelity of intervention implementation. Ongoing collaboration with the Multi-Tiered System of Supports (MTSS) team allows for the review of data trends, such as increased student movement to Tier 2 supports or a reduction in ESE referrals. Additionally, consistent communication with parents ensures they are informed about their child's progress and the next steps in the intervention process.

4. **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.

   a. **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 K–3 students with characteristics of dyslexia through a multi-step process that begins with screening using the coordinated FAST system, where students not scoring proficient are flagged. Students showing minimal progress toward grade-level benchmarks despite Tier 1 instruction—

incorporating Universal Design for Learning and explicit, systematic multisensory strategies—are further evaluated. Prior data indicating a need for additional intervention, teacher observations, and statewide assessments also inform identification. Parent or guardian documentation from licensed professionals diagnosing dyslexia, as well as students with an IEP for Specific Learning Disability related to reading deficits or approved for Unique Auditory Accommodation, are included in the process. Using a district-developed Decision Tree and trained administrators and MTSS teams, students are placed in Tier 2 or Tier 3 interventions based on a triangulation of data, including state and district assessments (e.g., Star Early Literacy/Reading, FAST ELA), retention records, and progress monitoring. Targeted, evidence-based instruction aligned with core curriculum and IES practice guides is provided, with student progress tracked bi-weekly or weekly depending on intervention tier. The MTSS team reviews individual data every 4 to 6 weeks to adjust instructional placements, ensuring early and accurate identification and support for students with dyslexia or substantial reading deficiencies.

b. 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.

Additional screening assessments will be available through STAR CBM and Amira for students identified as having a substantial reading deficiency in reading of the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations and/or parent/guardian submits documentation from a professional licensed under chapter 490 (Psychologist) which demonstrates the student has been diagnosed with dyslexia.

Each school site utilizes a valid, reliable, and developmentally appropriate adaptive computer-based program with screening and diagnostic capabilities for monitoring student progress that can identify student deficiencies in reading, including students with characteristics of dyslexia and can inform instruction (for example: IXL, UFLI, Lexia, etc.).

Grades K-5 Decision Tree and Tiered Interventions

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:

Grade K
- FAST PM1: Above the 30th percentile and/or
- 15+ of letters identified correctly on the Kindergarten Screener and/or
- 15+ of letter sound identified correctly on the Kindergarten Screener

Grade 1-2
- FAST PM1: Above the 30th percentile and/or
- Prior Year FAST PM3 score Level 3 or above

Grades 3-5
- FAST PM1: Above the 30th percentile and/or
- Prior Year PM3 score Level 3 or above and/or
- STAR Reading: 25th percentile and above (Unified Benchmark: On Watch/At/Above Grade Level)

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
Grade level proficiency rates (satisfactory progress, 70% or above) that include curriculum-based assignments and common assessments aligned with the district-provided HMH Into Reading Pacing Guides.

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

To effectively identify and address problems in Tier 1 instruction, the district employs a comprehensive approach:

District Monitoring and Data Analysis: District War Room activities will be utilized for collaborative data analysis, allowing district/school teams to problem-solve solutions based on real-time data insights.

MTSS Reviews: Following PM1 and PM2, the district hosts Multi-Tiered System of Supports (MTSS) reviews with school site administrators to evaluate the effectiveness of Tier 1 instruction and identify areas for improvement.

Professional Development: Targeted professional learning is provided based on data collected on literacy walkthroughs, formative assessments, and progress monitoring. These sessions are designed to enhance instructional quality and ensure alignment with best practices.

Modeling Effective Practices: The professional learning opportunities model instructional strategies that incorporate explicit, scaffolded, systematic, and differentiated instruction, alongside corrective feedback to support student learning.

Ongoing Professional Learning: Continuous professional learning avenues are offered, including coaching cycles, mentoring, Professional Learning Communities (PLCs), and specialized coursework to empower educators in refining their instructional practices.

Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
HMH Into Reading	**2020-2021**

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

Progress in core ELA instruction is minimal as indicated by a D/F grade (below 70%) and/or scores between the 11th – 29th percentile on PM2 (indicating a decline in percentile ranking between PM1 and PM2) and/or STAR Reading assessment below the 24th percentile (Unified Benchmark: Intervention/Urgent Intervention) and/or teacher/MTSS team recommendations are used to help make the determination for the addition of Tier 2 interventions.

*No single data point should be used to indicate that a student has a need for Tier 2 interventions.

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

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

Kindergarten
- FAST PM1: Between the 11th and 29th percentile and/or
- Unable to complete the practice items on FAST PM1 and/or
- 6-15 of letters identified correctly on the Kindergarten Screener and/or
- 6-15 of letter sound identified correctly on the Kindergarten Screener

Grades 1-2
- FAST PM1: Between the 11th-29th percentile (Grade 1: SEL, Grade 2: SR) and/or
- Prior Year FAST PM3 (State Benchmark): Level 2 and/or
- Teacher/MTSS Team Recommendation (data provided)

Grades 3-5
- FAST PM1: Between the 19th to 29th percentile and/or
- STAR Reading: Below 24th percentile (Unified Benchmark: Intervention/Urgent Intervention)
- Teacher/MTSS Team Recommendation (data provided)

*No single data point will be used to indicate that a student has a need for Tier 2 intervention.

Number of times per week interventions are provided:
3-5 days a week
Number of minutes per intervention session:
15 to 30 minutes

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

University of Florida Literacy Institute (UFLI) Foundations Program

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

UFLI Foundations does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence)
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence)
Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence)

Providing Reading Interventions for Students in Grades 4-9
Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)

These recommendations were built into the UFLI program and are evident throughout each of the lesson steps:

- Step 1: Phonemic Awareness- blending phonemes into words and segmenting words into phonemes
- Step 2: Visual Drill- build automaticity with grapheme-phoneme correspondence
- Step 3: Auditory Drill- build automaticity with grapheme-phoneme correspondence
- Step 4: Blending Drill- connect phonemic awareness skills with their grapheme-phoneme knowledge to practice decoding words and build decoding automaticity.
- Step 5: New Concept- explicit instruction to introduce the new grapheme-phoneme correspondence concept, application of new knowledge through guided practice reading (decoding) and spelling (encoding) words.
- Step 6: Word Work- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences.
- Step 7: Irregular Words- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences.
- Step 8: Connected Text- Reading (decoding) and encoding (writing) connected text (sentences, decodable passages)

All lessons provide explicit instruction, opportunities for practice, and corrective feedback. The district will support and monitor implementation of the UFLI Foundations intervention by monitoring implementation at the school sites through the MTSS review meetings and data chats. The district also provides professional development for utilizing UFLI as a Tier 3 intervention and best practices for implementing.

Name of Program

HMH Intervention: Structured Literacy

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

HMH Intervention: Structured Literacy does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

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)
The following lessons components demonstrate Recommendation 2:
- Phonological Awareness- blending phonemes into words and segmenting words into phonemes
- Visual Drill- build automaticity with grapheme-phoneme correspondence
- Auditory Drill- build automaticity with grapheme-phoneme correspondence
- Blending Review- connect phonemic awareness skills with their grapheme-phoneme knowledge to practice decoding words and build decoding automaticity.
- Explicit Instruction of New Concept- - explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words.
- Continuous Blending- application of new knowledge through guided practice reading (decoding) words.
- Spelling/Encoding- application of new knowledge through guided practice spelling (encoding) words.
- Irregular Words- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences.
- Decodable Connected Text- Reading (decoding) and encoding (writing) connected text (sentences, decodable passages)

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence)
 The following lessons components demonstrate Recommendation 3:
- Blending Review- connect phonemic awareness skills with their grapheme-phoneme knowledge to practice decoding words and build decoding automaticity.
- Explicit Instruction of New Concept- - explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words.
- Continuous Blending- application of new knowledge through guided practice reading (decoding) words.
- Spelling/Encoding- application of new knowledge through guided practice spelling (encoding) words.
- Irregular Words- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences.
- Decodable Connected Text- Reading (decoding) and encoding (writing) connected text (sentences, decodable passages)

Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence)
 The following lessons components demonstrate Recommendation 4:
- Explicit Instruction of New Concept- - explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words.
- Continuous Blending- application of new knowledge through guided practice reading (decoding) words.
- Spelling/Encoding- application of new knowledge through guided practice spelling (encoding) words.
- Irregular Words- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences.

- Decodable Connected Text- Reading (decoding) and encoding (writing) connected text (sentences, decodable passages)

These recommendations were built into the Structured Literacy Lessons and the lessons found in the Foundational Skills and Word Study Studio as well as the comprehension lessons used to support core instruction. All lessons provide explicit instruction, opportunities for practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing.

Name of Program

HMH Intervention: Foundational Skills Word Study Studio

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

HMH Intervention: Foundational Skills Word Study Studio does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

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)
The following lessons components demonstrate Recommendation 2:
- Phonological Awareness Warm-up- blending phonemes into words and segmenting words into phonemes, segmenting words into syllables, addition and deletion of phonemes or parts of the word, identify initial, medial, and ending sounds, isolation of sounds, onset/rhyme.
- Teach/Model Explicit Instruction- explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words.
- Guided Practice Blending- application of new knowledge through guided practice reading (decoding) words.
- Guided Practice Decoding- application of new knowledge through guided practice reading (decoding) words and/or sentences.
- Guided Practice Building and Writing- application of new knowledge through guided practice spelling (encoding) words and/or sentences.
- Apply with Connected Text- Reading (decoding) connected text (sentences, decodable passages).

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence)
The following lessons components demonstrate Recommendation 3:
- Teach/Model Explicit Instruction- explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words.
- Guided Practice Blending- application of new knowledge through guided practice reading (decoding) words.
- Guided Practice Decoding- application of new knowledge through guided practice reading (decoding) words and/or sentences.
- Guided Practice Building and Writing- application of new knowledge through guided practice spelling (encoding) words and/or sentences.
- Apply with Connected Text- Reading (decoding) connected text (sentences, decodable passages).

Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence)

The following lessons components demonstrate Recommendation 4:

- Teach/Model Explicit Instruction- explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words.
- Guided Practice Blending- application of new knowledge through guided practice reading (decoding) words.
- Guided Practice Decoding- application of new knowledge through guided practice reading (decoding) words and/or sentences.
- Guided Practice Building and Writing- application of new knowledge through guided practice spelling (encoding) words and/or sentences.
- Apply with Connected Text- Reading (decoding) connected text (sentences, decodables, and/or reading passages).

Providing Reading Interventions for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
The following lessons components demonstrate Recommendation 1:
- Teach/Model Explicit Instruction- explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words.
- Guided Practice Blending- application of new knowledge through guided practice reading (decoding) words.
- Guided Practice Decoding- application of new knowledge through guided practice reading (decoding) words and/or sentences.
- Apply with Connected Text- Reading (decoding) connected text (sentences, decodables, and/or reading passages).

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence)
The following lessons components demonstrate Recommendation 3:
- Teach/Model Explicit Instruction- explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words.
- Apply with Connected Text- Reading (decoding) connected text (sentences, decodables, and/or reading passages).

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence)
The following lessons components demonstrate Recommendation 4:
- Apply with Connected Text- Reading (decoding) connected text (sentences, decodables, and/or reading passages).

These recommendations were built into the lessons found in the Foundational Skills Word Study Studio used to support core instruction. All lessons provide explicit instruction, opportunities for guided and independent practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing.

Name of Program
HMH Intervention: Tabletop Mini-Lessons with Read and Respond Journals

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

HMH Intervention: Tabletop Mini-Lessons with Read and Respond Journals does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Improving Reading Comprehension in Kindergarten through 3rd Grade

Recommendation 1: Teach students how to use reading comprehension strategies (Strong Evidence)
The following lesson components demonstrate Recommendation 1:
- Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy.
- Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning.
- Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces).

Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Moderate Evidence)
The following lesson components demonstrate Recommendation 2:
- Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy.
- Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning.
- Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces).

Recommendation 4: Select texts purposefully to support comprehension development (Minimal Evidence)
The following lesson components demonstrate Recommendation 4:
- Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning.
- Build Independence- guided and independent application of the new comprehension concept/strategy through a familiar text or new text using the graphic organizer as a scaffold.
- Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces).

Providing Reading Interventions for Students in Grades 4-9

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence)
The following lesson components demonstrate Recommendation 3:
- Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy
- Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning.
- Build Independence- guided and independent application of the new comprehension concept/strategy through a familiar text or new text using the graphic organizer as a scaffold.
- Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces).

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence)
The following lesson components demonstrate Recommendation 4:

- Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy
- Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning.
- Build Independence- guided and independent application of the new comprehension concept/strategy through a familiar text or new text using the graphic organizer as a scaffold.
- Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces).

These recommendations were built into the Tabletop Mini-Lessons with Read and Respond Journals used to support core instruction. All lessons provide explicit instruction, opportunities for guided and independent practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing.

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

Lexia Core 5

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Strong ESSA Evidence Rating

Name of Program

Teacher Led Small Group Instruction: FCRR Decoding Student Center Activities (AP-AAAS)

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Teacher Led Small Group Instruction: FCRR Decoding Student Center Activities does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

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)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 2:
- Phonological awareness is addressed using the following sequence: rhyme, alliteration, sentence segmentation, syllable, onset and rime, phonemes, phoneme matching, phoneme isolation, phoneme blending, phoneme segmentation, phoneme segmenting and blending, and phoneme manipulation.
- Incorporates letter recognition, letter-sound correspondence, onset and rime, encoding and decoding, high frequency words, variant correspondences, syllable patterns, and morpheme structures

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 3:
- Utilizes word knowledge, morphemic elements, word meaning, word analysis, and words in context
- Utilizes instructional routines, like those for decoding and writing words with blends, which involve guided practice, modeling, and opportunities for independent practice

Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence)

The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 4:
- Incorporates sentence meaning, narrative text structure, expository text structure, text analysis, and monitoring for understanding
- Emphasizes reading connected text, not just isolated words. This allows students to apply their decoding skills in a meaningful context, improving their ability to understand how sounds and letters work together in words within sentences and paragraphs.

Providing Reading Interventions for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 1:
- Emphasizes understanding syllable types (e.g., closed, open, vowel-consonant-e) and how they influence vowel sounds. By learning to identify these patterns, students can more accurately decode words, breaking them into pronounceable syllables.
- Activities focus on dividing words into syllables, often following established phonics rules (like VC/CV or consonant-le patterns). This strategy helps students tackle longer words by breaking them down into smaller, more manageable chunks for pronunciation.
- Students are encouraged to identify prefixes, suffixes, and root words within multisyllabic words. This knowledge allows them to decode words based on their component parts, making it easier to decipher unfamiliar vocabulary.
- Explicit instruction in blending sounds, along with segmenting words into syllables, is crucial for accurate pronunciation and improved comprehension.
- Incorporates opportunities for students to practice decoding both in isolation and within sentences and passages, building automaticity and fluency in word recognition

These recommendations were built into the Teacher Led Small Group Instruction: FCRR Decoding Student Center Activities instructional routines and are evident throughout each lesson. All lessons provide explicit instruction, opportunities for practice, and corrective feedback. The district will support and monitor implementation of the FCRR Decoding intervention by monitoring implementation at the school sites through the MTSS/IEP review meetings and data chats. The district also provides professional development for utilizing FCRR Decoding as a Tier 2 intervention and best practices for implementing.

Name of Program
IXL Language Arts

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

IXL Language Arts does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

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)
The following IXL Language Arts instructional practices demonstrate Recommendation 2:
- Explicit, systematic instruction on letter-sound relationships, covering a range of concepts from basic correspondences to advanced vowel patterns, with skills arranged in a logical progression
- Modeling that visually and auditorily demonstrate mouth movements and sound-letter mapping, along with scaffolded practice and phonemic awareness activities to reinforce listening, reading, and spelling skills

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 3:
• Uses a science-based, comprehensive approach to teach decoding through systematic phonics, phonemic awareness, and sight word recognition, supported by explicit video tutorials
• Morphology and vocabulary strategies are integrated to help students analyze word parts like prefixes, suffixes, and base words, enhancing word meaning and acquisition
• Develops writing skills, grammar, reading fluency, and the use of context clues, with tools like read-along audio and practice in revising and editing sentences

Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 4:
• Independent reading and fluency development is supported through a variety of read-alone skills featuring diverse literary and informational texts, along with book study and close reading practices that promote deeper comprehension and critical analysis.

Improving Reading Comprehension in Kindergarten through 3rd Grade

Recommendation 1: Teach students how to use reading comprehension strategies (Strong Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 1:
• Vocabulary development promoted by teaching students to use context clues and word parts (prefixes, suffixes, roots) to understand meanings, with grade-appropriate vocabulary tailored to different levels.
• Close reading and text analysis supported through book study skills, interactive exercises, varied sentence structures, and rich vocabulary, while also building background knowledge with informational texts and encouraging connections to prior knowledge in an adaptive, engaging learning environment

Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Moderate Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 2:
• Explicit instruction is provided on various text structures and their signal words, provides practice identifying these structures in informational texts, and helps students understand relationships between ideas to enhance reading comprehension.

Providing Reading Interventions for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 1:
• Foundational reading skills are built through phonological and phonemic awareness activities, helping students identify and manipulate sounds, rhymes, and syllables in words.
• Explicit, systematic phonics instruction addresses basic to advanced concepts, along with decoding strategies that teach breaking multisyllabic words into syllables and using morphology to understand word structure.

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 3:

- Diverse, high-quality texts across genres are used to build comprehension and curiosity, supports early literacy with read-along audio and auditory aids, and develops vocabulary through word-learning strategies like context clues and word parts.

These recommendations were built into the IXL Language Arts program. The lessons provide explicit instruction, opportunities for practice and corrective feedback. The district will support and monitor implementation of the IXL Language Arts at the school sites through the MTSS/IEP review meetings and data chats. The district (ESE Department) also provides professional development on the programs and best practices for implementing.

English Language Learners

Name of Program

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
- **Multisensory Tier 2 Interventions: University of Florida Literacy Institute (UFLI) Foundations Program**
  - **UFLI Foundations engages students through auditory activities like blending sounds and saying letter-sound combinations; visual tools such as grapheme drills and a Sound Wall with mouth pictures; and kinesthetic/tactile practices including blending with letter tiles, using a Word Work Mat, the Heart Word method for irregular words, writing, and multisensory phonics chants.**
- **Supplemental Resources: Florida Center for Reading Research (FCRR) Activities Aligned to Florida's B.E.S.T. Standards: English Language Arts.**
  - **FCRR activities use multisensory approaches—such as building words with magnetic letters (kinesthetic/visual), echoing sounds in Fundations (auditory), sorting words on boards (visual/kinesthetic), and using Elkonin boxes for sound identification (visual/kinesthetic)—to enhance phonics, phonological awareness, fluency, and vocabulary skills.**

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

Grade K-2: Identification of substantial deficiency in reading with multiple data points such a score below the 10th percentile (indicating a decline in percentile ranking between PM1 and PM2) and/or a negative or neutral trend line in Tier 2 intervention data (as tracked through the PMP) and/or teacher/MTSS team recommendations are used to help make the determination for the addition of Tier 3 interventions.

Grades 3-5: Identification of substantial deficiency in reading with multiple data points such a score below the 20th percentile (indicating a decline in percentile ranking between PM1 and PM2) and/or a negative or neutral trend line in Tier 2 intervention data (as tracked through the PMP) and/or teacher/MTSS team recommendations are used to help make the determination for the addition of Tier 3 interventions.

*No single data point should be used to indicate that a student has a need for Tier 3 interventions.

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

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Kindergarten
- Student repeating Kindergarten and/or
- FAST PM1: Below 10th percentile
- Unable to complete the practice items on FAST PM1 and/or

- 5 or less letters identified correctly on the Kindergarten Screener and/or
- 5 or less letter sound identified correctly on the Kindergarten Screener

Grades 1-2
- FAST PM1: Below the 10th percentile (Grade 1: SEL, Grade 2: SR) and/or
- Prior Year FAST PM3 (State Benchmark): Level 1 and/or
- Student retained prior year and/or
- Teacher/MTSS Team Recommendation (data provided)

Grades 3-5
- FAST PM1: Below the 20th percentile and/or
- STAR Reading: Below 10th percentile (Unified Benchmark: Urgent Intervention) and/or
- Student retained prior year and/or
- Teacher/MTSS Team Recommendation (data provided)

*No single data point will be used to indicate that a student has a need for Tier 2 and Tier 3 interventions.

Number of times per week interventions are provided:
5 days a week
Number of minutes per intervention session:
30 minutes per day

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

95 Phonics Core Program

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Strong ESSA Rating

Name of Program

95 Comprehension

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

95 Percent Group Comprehension does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Improving Reading Comprehension in Kindergarten through 3rd Grade

Recommendation 1: Teach students how to use reading comprehension strategies (Strong Evidence)
Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Moderate Evidence)
Recommendation 4: Select texts purposefully to support comprehension development (Minimal Evidence)

Providing Reading Interventions for Students in Grades 4-9

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence)
Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence)

95 Percent Group Comprehension is a set of materials for teaching seven comprehension processes, along a continuum, designed to maximize instruction efficiency. Each process contains 8 lessons that utilize non-fiction, literary, and independent text. The Comprehension lessons use the gradual release model

incorporating an I Do, We Do, and You Do Lesson Format. Processes are spiraled through as readers learn to use them together. Below are the process lessons that support the identified recommendations.

- Lesson 1- activating background knowledge, explicit instruction to emphasize the comprehension concept/strategy. application of the comprehension concept/strategy to a new text while providing guided practice through scaffolded modeling and questioning.
- Lessons 2-3- activating background knowledge, explicit instruction to re-emphasize the comprehension concept/strategy. application of the comprehension concept/strategy to a new, short text while providing guided practice through scaffolded modeling and questioning.
- Lesson 4- explicit instruction to re-emphasize the comprehension concept/strategy. application of the comprehension concept/strategy to a new, short text while providing guided practice through scaffolded modeling and questioning and writing opportunities.
- Lesson 5- explicit instruction to re-emphasize the comprehension concept/strategy. application of the comprehension concept/strategy to a student-selected text while providing guided and independent practice through scaffolded questioning and writing opportunities.
- Lessons 6-8- - activating background knowledge, explicit instruction to re-emphasize the comprehension concept/strategy. application of the comprehension concept/strategy to new texts from an alternative genre while providing guided practice through scaffolded modeling and questioning and writing opportunities.

95 Percent Group Comprehension lessons provide explicit instruction, opportunities for guided and independent practice and corrective feedback. The district will support and monitor implementation of the Comprehension intervention at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the program and best practices for implementation.

Name of Program
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):
Moderate ESSA Rating
Name of Program
Sound Partners: Struggling Readers
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):
Strong ESSA Rating
Name of Program
Passport to Literacy/Voyager Passport
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):
Strong ESSA Rating
Name of Program
University of Florida Literacy Institute (UFLI) Foundations Program (Targeted Lessons)
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):
UFLI Foundations does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:** **Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade** Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence) Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence) Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence)

Providing Reading Interventions for Students in Grades 4-9
Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)

These recommendations were built into the UFLI program and are evident throughout each of the lesson steps:

- Step 1: Phonemic Awareness- blending phonemes into words and segmenting words into phonemes
- Step 2: Visual Drill- build automaticity with grapheme-phoneme correspondence
- Step 3: Auditory Drill- build automaticity with grapheme-phoneme correspondence
- Step 4: Blending Drill- connect phonemic awareness skills with their grapheme-phoneme knowledge to practice decoding words and build decoding automaticity.
- Step 5: New Concept- explicit instruction to introduce the new grapheme-phoneme correspondence concept, application of new knowledge through guided practice reading (decoding) and spelling (encoding) words.
- Step 6: Word Work- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences.
- Step 7: Irregular Words- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences.
- Step 8: Connected Text- Reading (decoding) and encoding (writing) connected text (sentences, decodable passages)

All lessons provide explicit instruction, opportunities for practice, and corrective feedback. The district will support and monitor implementation of the UFLI Foundations intervention by monitoring implementation at the school sites through the MTSS review meetings and data chats. The district also provides professional development for utilizing UFLI as a Tier 3 intervention and best practices for implementing.

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

Lexia Core 5: Teacher Led Small Group Lessons

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Strong ESSA Evidence Rating

Name of Program

Teacher Led Small Group Instruction: FCRR Comprehension Student Center (AP-AAAS)

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Teacher Led Small Group Instruction: FCRR Comprehension Student Center Activities does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 3:
- Decoding skills supported through explicit phonics instruction, blending sounds, recognizing sound-spelling patterns, and practicing reading decodable words both in isolation and in context

- Word analysis and writing skills enhanced by teaching recognition of morphemes, breaking down word parts for meaning, practicing encoding with magnetic letters, and reinforcing high-frequency word recognition and spelling through engaging, hands-on activities

Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 4:
- Strategies like repeated readings, partner reading, and targeted practice help students improve reading fluency, accuracy, and specific skills such as high-frequency word recognition and text structure understanding, often supported by teacher modeling and feedback.
- Comprehension is strengthened through activities that encourage summarizing, questioning, retelling, and making connections, while independent reading and differentiated instruction ensure all students build confidence and engage meaningfully with texts.

Improving Reading Comprehension in Kindergarten through 3rd Grade

Recommendation 1: Teach students how to use reading comprehension strategies (Strong Evidence)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 1:
- Direct and explicit instruction of comprehension strategies are taught through clear explanation, modeling, guided and independent practice, combined with interactive activities like questioning, repair strategies, graphic organizers, discussions, and applying targeted strategies before, during, and after reading across various text types to actively engage students and deepen their understanding.

Providing Reading Interventions for Students in Grades 4-9

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 3:
- Direct and explicit instruction of comprehension strategies are taught through clear explanation, modeling, guided and independent practice, combined with interactive activities like questioning, repair strategies, graphic organizers, discussions, and applying targeted strategies before, during, and after reading across various text types to actively engage students and deepen their understanding.

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 4:
- The FCRR activities can be adapted to meet the needs of diverse learners, ensuring that all students have access to challenging texts and opportunities to practice comprehension strategies.
- FCRR offers a range of activities tailored to different comprehension skills and text types, allowing teachers to choose activities that align with specific learning objectives and student needs.

These recommendations were built into the FCRR Comprehension instructional routines and are evident throughout each lesson. All lessons provide explicit instruction, opportunities for practice, and corrective

feedback. The district will support and monitor implementation of the FCRR Comprehension intervention by monitoring implementation at the school sites through the MTSS/IEP review meetings and data chats. The district also provides professional development for utilizing FCRR Comprehension as a Tier 3 intervention and best practices for implementing.

English Language Learners
Name of Program
N/A
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):
N/A

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

• **95 Phonics Core Program**
     o **The 95 Phonics Core Program uses multisensory strategies—including gestures, manipulatives, sound-spelling identification, mapping and dictation of high-frequency words, writing words in sound boxes, and sentence dictation—to help students internalize phonics concepts and strengthen their reading and spelling skills.**
 • **Sound Partners**
     o **Sound Partners uses multisensory techniques—such as explicit letter-sound instruction, auditory and kinesthetic activities like sound segmenting and blending, visual tools like sound cards, decoding and encoding practice, and oral reading of decodable texts—to strengthen early reading skills.**
 • **Multisensory Tier 2 Interventions: University of Florida Literacy Institute (UFLI) Foundations Program**
     o **UFLI Foundations engages students through auditory activities like blending sounds and saying letter-sound combinations; visual tools such as grapheme drills and a Sound Wall with mouth pictures; and kinesthetic/tactile practices including blending with letter tiles, using a Word Work Mat, the Heart Word method for irregular words, writing, and multisensory phonics chants.**

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?   **To improve the effectiveness of Tier 3 interventions, a variety of processes and procedures are implemented. These include fidelity checks to verify proper delivery of interventions and track student progress; monthly MTSS school team meetings with grade-level teachers to discuss individual students and ensure alignment between Tier 1 and Tier 2 instruction; continuous support from the Literacy Leadership Team utilizing the Literacy Walkthrough Tool; MTSS Core Team and student-focused meetings to analyze data and determine next steps; district-to-school MTSS Review meetings conducted after each progress monitoring period; and PLC meetings where data is reviewed to guide adjustments in curriculum and instruction.**

5. **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.*

a. 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.

Schedule: **15 instructional days, Monday-Thursday** **4 hours per day (totaling 60 hours)**
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): **HMH Into Reading Core Instructional Materials (Modules 11 and 12)/Intervention Resources** **University of Florida Literacy Institute (UFLI) Foundations Program**
Alternative Assessment Used: **The district utilizes Star Reading and Amira as alternate assessments. Both assessments require the student score 50th percentile or higher for promotion, per state guidance. Both assessments can be administered twice following PM3, once in May and again after the completion of Summer Reading Camp. Students will also be provided an additional opportunity in July to take the Grade 3 ELA Reading assessment.**
Additional Information (optional):

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

Will the district implement this option? ☐Yes   ☒No
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

1. **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?
Savvas Curriculum 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
Progress Learning	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Core Phonics Survey	☒ 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
Diagnostic Assessments of Reading (DAR)	☒ 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
Qualitative Reading Inventory (QRI)	☒ 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

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?
Corrective Reading Decoding Placement Test	☒ 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

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

The district identifies students with reading deficiencies using state criteria and a district developed Decision Tree. Administrators and MTSS teams are trained to use this tool for placing students in Tier 2 or Tier 3 interventions. Early identification is encouraged, with adjustments made based on new data each school year.

A triangulation of data is used alongside the decision trees in collaboration with MTSS processes to accurately identify students' needs. Assessment data—including end-of-year tests, quarterly Savvas Curriculum common assessments and state FAST ELA assessments—determine if students meet grade-level expectations or require additional support. Students identified receive targeted, evidence-based instruction aligned with core curriculum and IES practice guides. Student progress is consistently tracked (bi-weekly for Tier 2, weekly for Tier 3) to identify students requiring additional support. Individual student data is analyzed by the MTSS team on a 6-week cycle to make informed instructional placement decisions.

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

The effectiveness of Tier 1 instruction is monitored through a combination of classroom walkthroughs and formal evaluations or observations conducted by administrators. During these observations, instructional practices, student engagement, and alignment with academic standards are carefully assessed. Additionally, student performance data is reviewed to evaluate the extent to which Tier 1 instruction effectively addresses student learning needs.

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

The effectiveness of Tier 2 interventions is monitored through a comprehensive and collaborative approach. This includes systematic data analysis to track student progress and outcomes. Participation in Professional Learning Communities (PLCs) allows educators to observe how data is utilized to inform instructional adjustments, share best practices, and address student learning gaps. Collaboration with literacy coaches ensures that Tier 2 interventions are implemented with fidelity. Additionally, ongoing communication with the Multi-Tiered System of Supports (MTSS) team facilitates regular discussion of student progress. Outcome evaluations focus on identifying trends such as increased student movement

back to Tier 1 supports and a reduction in referrals for Exceptional Student Education (ESE) services, thereby providing evidence of intervention effectiveness.

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

The effectiveness of Tier 3 interventions is monitored through multiple strategies, including classroom and intervention group observations as well as formal evaluations. Data analysis is conducted regularly to assess student progress and inform instructional decisions. Participation in Professional Learning Communities (PLCs) facilitates collaboration among educators, while close work with literacy coaches supports the fidelity of intervention implementation. Ongoing collaboration with the Multi-Tiered System of Supports (MTSS) team allows for the review of data trends, such as increased student movement to Tier 2 supports or a reduction in ESE referrals. Additionally, consistent communication with parents ensures they are informed about their child's progress and the next steps in the intervention process.

Grades 6-8 Decision Tree and Tiered Interventions

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)
- **Student scores a Level 3 or above on the 2024-2025 ELA FAST PM3 administration and/or**
- **Student did not receive intensive intervention during the prior school year**

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Students will make satisfactory progress, 70% or above, in the Tier 1 curriculum as measured by the Savvas Curriculum common assessments.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
To effectively identify and address problems in Tier 1 instruction, SRCDS employs a comprehensive approach:
District Monitoring and Data Analysis: District War Room activities are utilized for collaborative data analysis, allowing district/state teams to brainstorm solutions based on real-time data insights.
MTSS Reviews: Following PM1 and PM2, the district hosts Multi-Tiered System of Supports (MTSS) reviews with school site administrators to evaluate the effectiveness of Tier 1 instruction and identify areas for improvement.
Professional Development: Targeted professional development is offered based on data collected on literacy walkthroughs, formative assessments, and progress monitoring. These sessions are designed to enhance instructional quality and ensure alignment with best practices.
Modeling Effective Practices: The professional learning opportunities model instructional strategies that incorporate explicit, scaffolded, systematic, and differentiated instruction, alongside corrective feedback to support student learning.
Ongoing Professional Learning: Continuous professional learning avenues are offered, including coaching cycles, mentoring, Professional Learning Communities (PLCs), and specialized coursework to empower educators in refining their instructional practices.

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

Name of Program	Year of Program Adoption
Savvas/My Perspectives	**2020-2021**

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

Progress in core ELA instruction is minimal as indicated by a D/F grade (below 70%) and/or scores a Level 2 on PM2 (indicating a decline in percentile ranking between PM1 and PM2) and/or teacher/MTSS team recommendations are used to help make the determination for the addition of Tier 2 interventions.

*No single data point should be used to indicate that a student has a need for Tier 2 interventions.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Performance criteria to identify 6-8 students in need of Tier 2 intervention:
- Student scores a level 2 or below on the 2024-2025 FAST (PM3) and/or
- 2023-2024 FAST PM3 data reflects a level 2 or above and/or
- Teacher/MTSS Team recommendation (data provided)

*No single data point will be used to indicate that a student has a need for Tier 2 intervention.

Number of times per week interventions are provided:
3-5 days a week
Number of minutes per intervention session:
15-30 minutes
Course(s) where interventions take place:
M/J Research 1 (1700000), M/J Research 2 (1700010), M/J Research 3 (1700020), M/J Crit Think (1700100)
Unique section numbers will be provided to schools to delineate the course as a Tier 2 Intervention section.

Cooperative Teaching for Reading Remediation (CTRR) Course Codes: This co-teaching support model occurs within a core subject area course. The course will be utilized with unique section numbers assigned to indicate when the Tier 2 intervention is being delivered during that course.

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

Progress Learning – Reading

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Promising ESSA Rating

Name of Program

Savvas MyPerspectives Differentiated Instruction Strategy Resources

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Savvas MyPerspectives Differentiated Instruction Strategy Resources does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Providing Reading Intervention for Students in Grades 4-9

Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence)
The following lesson components demonstrate Recommendation 2:
- Fluency Assessment Guide/Reading Fluency Assessment Passages

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence):
The following lesson components demonstrate Recommendation 3:
- Hook and Inspire activities to build background knowledge
- Close Reading Activities for most texts
- Differentiation for text complexity charts with suggestions at the beginning and throughout texts
- Graphic organizers to use for help with comprehension of texts
- Annotation exercises for most texts
- Questions at the end of every selection that use Bloom's Taxonomy (start with lower DOK and build)
- Accessible Leveled Texts for struggling readers to help build knowledge/confidence
- Reteach and Practice Activities to review and use as interventions for students who have difficulties grasping comprehension standards

Recommendation 4: Provide students with opportunities to practice making sense of stretch/challenging texts that will expose them to complex ideas and information (Moderate Evidence)
The following lesson components demonstrate Recommendation 4:
- A wide variety of grade-level fiction, nonfiction, and poetry selections that include many different types of comprehension activities to aid comprehension
- A variety of Speaking and Listening activities to explain complex ideas and information
- Performance Tasks for students to explain their understanding of challenging texts
- Writing tasks for students to prove their understanding of complex texts
- Close Reading Guides for many texts

These recommendations were built into the Savvas MyPerspectives Differentiated Instruction Strategy Resources used to support core instruction. All lessons provide explicit instruction, opportunities for guided and independent practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing.

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

Teacher Led Small Group Instruction: FCRR Decoding Student Center Activities (AP-AAAS)

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Teacher Led Small Group Instruction: FCRR Decoding Student Center Activities does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Providing Reading Interventions for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 1:
- Emphasizes understanding syllable types (e.g., closed, open, vowel-consonant-e) and how they influence vowel sounds. By learning to identify these patterns, students can more accurately decode words, breaking them into pronounceable syllables.

- Activities focus on dividing words into syllables, often following established phonics rules (like VC/CV or consonant-le patterns). This strategy helps students tackle longer words by breaking them down into smaller, more manageable chunks for pronunciation.
- Students are encouraged to identify prefixes, suffixes, and root words within multisyllabic words. This knowledge allows them to decode words based on their component parts, making it easier to decipher unfamiliar vocabulary.
- Explicit instruction in blending sounds, along with segmenting words into syllables, is crucial for accurate pronunciation and improved comprehension.
- Incorporates opportunities for students to practice decoding both in isolation and within sentences and passages, building automaticity and fluency in word recognition

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Recommendation 1: Provide explicit vocabulary instruction
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 1:
- Students are encouraged to identify prefixes, suffixes, and root words within multisyllabic words. This knowledge allows them to decode words based on their component parts, making it easier to decipher unfamiliar vocabulary.

Recommendation 2: Provide direct and explicit comprehension strategy instruction
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 2:
- Incorporates sentence meaning, narrative text structure, expository text structure, text analysis, and monitoring for understanding

These recommendations were built into the Teacher Led Small Group Instruction: FCRR Decoding Student Center Activities instructional routines and are evident throughout each lesson. All lessons provide explicit instruction, opportunities for practice, and corrective feedback. The district will support and monitor implementation of the FCRR Decoding intervention by monitoring implementation at the school sites through the MTSS review meetings and data chats. The district also provides professional development for utilizing FCRR Decoding as a Tier 2 intervention and best practices for implementing.

Name of Program
TeachTown enCore (CBSA Classrooms)
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

TeachTown enCore K-12 curriculum does not meet strong, moderate, or promising levels of evidence; **however,** is supported by the following **IES Practice Guide Recommendations:**

Improving Adolescent Literacy: Effective Classroom and Intervention Practices
Recommendation 1: Provide explicit instruction (Strong Evidence)
Recommendation 2: Provide direct and explicit comprehension instruction (Strong Evidence)
Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence)
Recommendation 4: Increase student motivation and engage in literacy learning (Moderate Evidence)
Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong Evidence)

Providing Reading Interventions for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence)

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence)

These recommendations are built into the encore curriculum ensuring that students with autism and other intellectual and developmental disabilities are provided instruction through a comprehensive, whole-classroom approach. It uses adapted, grade-aligned content and integrates technology to support learning. The curriculum is standards-based, evidence-based, and includes core and ABA components. It features high-quality, differentiated literature and ensures access to the general education curriculum. The English Language Arts domain is specifically grounded in the Science of Reading. The district will support and monitor implementation of enCore at the school sites through the MTSS/IEP review meetings and data chats. The district (ESE Department) also provides professional development on the programs and best practices for implementing.

Name of Program
IXL Language Arts

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

IXL Language Arts does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Recommendation 2: Provide direct and explicit comprehension instruction (Strong Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 2:
- Explicit instruction and video tutorials provide in foundational reading skills like phonemic awareness and phonics, combined with targeted practice in comprehension strategies and vocabulary development, all delivered through a systematic, scaffolded progression
- Fluency and engagement is supported with read-along and read-alone skills, offers real-time feedback and explanations, and personalizes learning through diagnostic assessments to address each student's unique needs

Recommendation 4: Increase student motivation and engage in literacy learning (Moderate Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 4:
- Real-Time Diagnostic creates personalized learning paths that match students' current skills, helping them focus on appropriate content to stay engaged and motivated.
- Students receive immediate feedback with detailed explanations to understand mistakes and promote self-correction and a growth mindset.
- Diverse, engaging content across reading, writing, and language skills, supported by interactive exercises and video tutorials to accommodate different learning styles.

Providing Reading Interventions for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 1:
- Foundational reading skills are built through phonological and phonemic awareness activities, helping students identify and manipulate sounds, rhymes, and syllables in words.

- Explicit, systematic phonics instruction addresses basic to advanced concepts, along with decoding strategies that teach breaking multisyllabic words into syllables and using morphology to understand word structure.

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 3:
- Diverse, high-quality texts across genres are used to build comprehension and curiosity, supports early literacy with read-along audio and auditory aids, and develops vocabulary through word-learning strategies like context clues and word parts.

These recommendations were built into the IXL Language Arts program. The lessons provide explicit instruction, opportunities for practice and corrective feedback. The district will support and monitor implementation of the IXL Language Arts at the school sites through the MTSS/IEP review meetings and data chats. The district (ESE Department) also provides professional development on the programs and best practices for implementing.

English Language Learners
Name of Program
N/A
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):
N/A
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: **Progress in core ELA instruction is minimal as indicated by a D/F grade (below 70%) and/or a negative or neutral trend line in Tier 2 intervention data (as tracked through the PMP) and/or scores a Level 1 on PM2 (indicating a decline in percentile ranking between PM1 and PM2), and/or teacher/MTSS team recommendations are used to help make the determination for the addition of Tier 3 interventions.**   ***No single data point should be used to indicate that a student has a need for Tier 3 interventions.**

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: **Performance criteria to identify 6-8 students in need of Tier 2 and Tier 3 interventions:**   • Student scores a level 1 on the 2024-2025 FAST (PM3) and/or   • 2023-2024 FAST PM3 data reflects a level 1 and/or   • Corrective Reading Decoding Placement Test: Levels A, B1, or B2 (indication of a deficit in foundational skills) and/or   • Student has documented a deficit in decoding and must receive auditory evidence-based intervention to qualify for Unique Auditory Accommodations (UAA)   • Teacher/MTSS Team recommendation (data provided)   *No single data point will be used to indicate that a student has a need for Tier 3 intervention.
Number of times per week interventions are provided: **5 days per week**   **Number of minutes per intervention session:**   **30-45 minutes per day**   **Course(s) where interventions take place:**   **M/J Intensive Reading 1, 2, 3**

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
Corrective Reading - Secondary

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Corrective Reading – Secondary does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Providing Reading Intervention for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
The following lesson components demonstrate Recommendation 1:
• Instructional routines include the following: letter-sound correspondence, word attack strategies, focus on common letter combinations, word reading of high-utility irregular words and high frequency words
• Decoding lessons are taught in a prescribed scope and sequence

Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence)
The following lesson components demonstrate Recommendation 2:
• Decodable text that aligns to current skills
• Instructional routines include the following: tracking, reading and rereading decodable connected texts, practice for rate and accuracy, and charting of daily fluency practice

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Moderate Evidence)
The following lesson components demonstrate Recommendation 3:
• Group Reading: Oral Comprehension Questions
• Lessons include the reading of sophisticated passages such as those found in content-area textbooks.
• Comprehension skills covered range from simple classification and true-false identification to complex analogies, analyses, and inferential comprehension strategies.

These recommendations were built into the daily systematic instructional routines of Corrective Reading - Secondary. All lessons provide explicit instruction, opportunities for guided and independent practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing.

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
Teacher Led Small Group Instruction: FCRR Comprehension Student Center Activities (AP-AAAS)

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Teacher Led Small Group Instruction: FCRR Comprehension Student Center Activities does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Providing Reading Interventions for Students in Grades 4-9

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 3:

- Direct and explicit instruction of comprehension strategies are taught through clear explanation, modeling, guided and independent practice, combined with interactive activities like questioning, repair strategies, graphic organizers, discussions, and applying targeted strategies before, during, and after reading across various text types to actively engage students and deepen their understanding.

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 4:

- The FCRR activities can be adapted to meet the needs of diverse learners, ensuring that all students have access to challenging texts and opportunities to practice comprehension strategies.
- FCRR offers a range of activities tailored to different comprehension skills and text types, allowing teachers to choose activities that align with specific learning objectives and student needs.

These recommendations were built into the FCRR Comprehension instructional routines and are evident throughout each lesson. All lessons provide explicit instruction, opportunities for practice, and corrective feedback. The district will support and monitor implementation of the FCRR Comprehension intervention by monitoring implementation at the school sites through the MTSS/IEP review meetings and data chats. The district also provides professional development for utilizing FCRR Comprehension as a Tier 3 intervention and best practices for implementing.

English Language Learners
Name of Program
N/A
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):
N/A

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
To improve the effectiveness of Tier 3 interventions, a variety of processes and procedures are implemented. These include fidelity checks to verify proper delivery of interventions and track student progress; monthly MTSS school team meetings with grade-level teachers to discuss individual students and ensure alignment between Tier 1 and Tier 2 instruction; continuous support from the Literacy Leadership Team utilizing the Literacy Walkthrough Tool; MTSS Core Team and student-focused meetings to analyze data and determine next steps; district-to-school MTSS Review meetings conducted after each progress monitoring period; and PLC meetings where data is reviewed to guide adjustments in curriculum and instruction.

Grades 9-12

1. **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?**
Savvas Curriculum Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Progress Learning	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Core Phonics Survey	☒ 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
Diagnostic Assessments of Reading (DAR)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11	☒ Oral Language ☒ Phonological Awareness	☐ Screening ☐ Progress Monitoring	☐ Weekly ☐ 2 x Month

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	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Qualitative Reading Inventory (QRI)	☒ 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
Corrective Reading Decoding Placement Test	☒ 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

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

The district identifies students with reading deficiencies using state criteria and a district developed Decision Tree. Administrators and MTSS teams are trained to use this tool for placing students in Tier 2 or Tier 3 interventions. Early identification is encouraged, with adjustments made based on new data each school year.

A triangulation of data is used alongside the decision trees in collaboration with MTSS processes to accurately identify students' needs. Assessment data—including end-of-year tests, quarterly Savvas Curriculum common assessments and state FAST ELA assessments—determine if students meet grade-level expectations or require additional support. Students identified receive targeted, evidence-based instruction aligned with core curriculum and IES practice guides. Student progress is consistently tracked (bi-weekly for Tier 2, weekly for Tier 3) to identify students requiring additional support. Individual student data is analyzed by the MTSS team on a 6-week cycle to make informed instructional placement decisions.

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

> The effectiveness of Tier 1 instruction is monitored through a combination of classroom walkthroughs and formal evaluations or observations conducted by administrators. During these observations, instructional practices, student engagement, and alignment with academic standards are carefully assessed. Additionally, student performance data is reviewed to evaluate the extent to which Tier 1 instruction effectively addresses student learning needs.

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

> The effectiveness of Tier 2 interventions is monitored through a comprehensive and collaborative approach. This includes systematic data analysis to track student progress and outcomes. Participation in Professional Learning Communities (PLCs) allows educators to observe how data is utilized to inform instructional adjustments, share best practices, and address student learning gaps. Collaboration with literacy coaches ensures that Tier 2 interventions are implemented with fidelity. Additionally, ongoing communication with the Multi-Tiered System of Supports (MTSS) team facilitates regular discussion of student progress. Outcome evaluations focus on identifying trends such as increased student movement back to Tier 1 supports and a reduction in referrals for Exceptional Student Education (ESE) services, thereby providing evidence of intervention effectiveness.

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

> The effectiveness of Tier 3 interventions is monitored through multiple strategies, including classroom and intervention group observations as well as formal evaluations. Data analysis is conducted regularly to assess student progress and inform instructional decisions. Participation in Professional Learning Communities (PLCs) facilitates collaboration among educators, while close work with literacy coaches supports the fidelity of intervention implementation. Ongoing collaboration with the Multi-Tiered System of Supports (MTSS) team allows for the review of data trends, such as increased student movement to Tier 2 supports or a reduction in ESE referrals. Additionally, consistent communication with parents ensures they are informed about their child's progress and the next steps in the intervention process.

Grades 9-12 Decision Tree and Tiered Interventions
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: • **Student scores a Level 3 or above on the ELA FAST PM3 administration and/or** • **Student did not receive intensive intervention during the prior school year**
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. **Students will make satisfactory progress, 70% or above, in the Tier 1 curriculum as measured by the Savvas Curriculum common assessments.**
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? To effectively identify and address problems in Tier 1 instruction, the district employs a comprehensive approach: **District Monitoring and Data Analysis**: District War Room activities are utilized for collaborative data analysis, allowing district/school teams to brainstorm solutions based on real-time data insights. **MTSS Reviews**: Following PM1 and PM2, the district hosts Multi-Tiered System of Supports (MTSS) reviews with school site administrators to evaluate the effectiveness of Tier 1 instruction and identify areas for improvement.

Professional Development: Targeted professional development is provided based on data collected on literacy walkthroughs, formative assessments, and progress monitoring. These sessions are designed to enhance instructional quality and ensure alignment with best practices.

Modeling Effective Practices: The professional learning opportunities model instructional strategies that incorporate explicit, scaffolded, systematic, and differentiated instruction, alongside corrective feedback to support student learning.

Ongoing Professional Learning: Continuous professional learning avenues are offered, including coaching cycles, mentoring, Professional Learning Communities (PLCs), and specialized coursework to empower educators in refining their instructional practices.

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

Name of Program	Year of Program Adoption
Savvas/My Perspectives	2020-2021

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

Progress in core ELA instruction is minimal as indicated by a D/F grade (below 70%) and/or scores a Level 2 on PM2 (indicating a decline in percentile ranking between PM1 and PM2) and/or teacher/MTSS team recommendations are used to help make the determination for the addition of Tier 2 interventions.

*No single data point should be used to indicate that a student has a need for Tier 2 interventions.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Performance criteria to identify 9-12 students in need of Tier 2 intervention:
- Student scores a level 2 or below on the 2024-2025 FAST (PM3) and/or
- 2023-2024 FAST PM3 data reflects a level 2 or above and/or
- Teacher/MTSS Team recommendation (data provided)

*No single data point will be used to indicate that a student has a need for Tier 2 intervention.

Number of times per week interventions are provided:
3-5 days a week
Number of minutes per intervention session:
15-30 minutes
Course(s) where interventions take place:
ELA Intervention/Raise the Bar Course Codes: Research 1 (1700300), Research 2 (1700310), Research 3 (1700320) Unique section numbers will be provided to schools to delineate the course as a Tier 2 Intervention section.

Cooperative Teaching for Reading Remediation (CTRR) Course Codes: This co-teaching support model occurs within a core subject area course. The course will be utilized with unique section numbers assigned to indicate when the Tier 2 intervention is being delivered during that course.

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

Savvas My Perspective Differentiated Instruction Strategy Resources

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Savvas MyPerspectives Differentiated Instruction Strategy Resources does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Providing Reading Intervention for Students in Grades 4-9

Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence)
The following lesson components demonstrate Recommendation 2:
• Fluency Assessment Guide/Reading Fluency Assessment Passages

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence):
The following lesson components demonstrate Recommendation 3:
• Hook and Inspire activities to build background knowledge
• Close Reading Activities for most texts
• Differentiation for text complexity charts with suggestions at the beginning and throughout texts
• Graphic organizers to use for help with comprehension of texts
• Annotation exercises for most texts
• Questions at the end of every selection that use Bloom's Taxonomy (start with lower DOK and build)
• Accessible Leveled Texts for struggling readers to help build knowledge/confidence
• Reteach and Practice Activities to review and use as interventions for students who have difficulties grasping comprehension standards

Recommendation 4: Provide students with opportunities to practice making sense of stretch/challenging texts that will expose them to complex ideas and information (Moderate Evidence)
The following lesson components demonstrate Recommendation 4:
• A wide variety of grade-level fiction, nonfiction, and poetry selections that include many different types of comprehension activities to aid comprehension
• A variety of Speaking and Listening activities to explain complex ideas and information
• Performance Tasks for students to explain their understanding of challenging texts
• Writing tasks for students to prove their understanding of complex texts
• Close Reading Guides for many texts

These recommendations were built into the Savvas MyPerspectives Differentiated Instruction Strategy Resources used to support core instruction. All lessons provide explicit instruction, opportunities for guided and independent practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing.

Name of Program
Progress Learning - Reading
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):
Promising ESSA Rating
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
TeachTown enCore K-12 (CBSA Classrooms)
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

TeachTown encore K-12 does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Recommendation 1: Provide explicit instruction (Strong Evidence)
Recommendation 2: Provide direct and explicit comprehension instruction (Strong Evidence)
Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence)
Recommendation 4: Increase student motivation and engage in literacy learning (Moderate Evidence)
Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong Evidence)

Providing Reading Interventions for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence)
Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence)

These recommendations are built into the encore curriculum ensuring that students with autism and other intellectual and developmental disabilities are provided instruction through a comprehensive, whole-classroom approach. It uses adapted, grade-aligned content and integrates technology to support learning. The curriculum is standards-based, evidence-based, and includes core and ABA components. It features high-quality, differentiated literature and ensures access to the general education curriculum. The English Language Arts domain is specifically grounded in the Science of Reading. The district will support and monitor implementation of enCore at the school sites through the MTSS/IEP review meetings and data chats. The district (ESE Department) also provides professional development on the programs and best practices for implementing.

Name of Program
Teacher Led Small Group Instruction: FCRR Decoding Student Center Activities (AP-AAAS)
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Teacher Led Small Group Instruction: FCRR Decoding Student Center Activities does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Providing Reading Interventions for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 1:
• Emphasizes understanding syllable types (e.g., closed, open, vowel-consonant-e) and how they influence vowel sounds. By learning to identify these patterns, students can more accurately decode words, breaking them into pronounceable syllables.
• Activities focus on dividing words into syllables, often following established phonics rules (like VC/CV or consonant-le patterns). This strategy helps students tackle longer words by breaking them down into smaller, more manageable chunks for pronunciation.

- Students are encouraged to identify prefixes, suffixes, and root words within multisyllabic words. This knowledge allows them to decode words based on their component parts, making it easier to decipher unfamiliar vocabulary.
- Explicit instruction in blending sounds, along with segmenting words into syllables, is crucial for accurate pronunciation and improved comprehension.
- Incorporates opportunities for students to practice decoding both in isolation and within sentences and passages, building automaticity and fluency in word recognition

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Recommendation 1: Provide explicit vocabulary instruction
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 1:
- Students are encouraged to identify prefixes, suffixes, and root words within multisyllabic words. This knowledge allows them to decode words based on their component parts, making it easier to decipher unfamiliar vocabulary.

Recommendation 2: Provide direct and explicit comprehension strategy instruction
The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 2:
- Incorporates sentence meaning, narrative text structure, expository text structure, text analysis, and monitoring for understanding

These recommendations were built into the Teacher Led Small Group Instruction: FCRR Decoding Student Center Activities instructional routines and are evident throughout each lesson. All lessons provide explicit instruction, opportunities for practice, and corrective feedback. The district will support and monitor implementation of the FCRR Decoding intervention by monitoring implementation at the school sites through the MTSS review meetings and data chats. The district also provides professional development for utilizing FCRR Decoding as a Tier 2 intervention and best practices for implementing.

Name of Program
IXL Language Arts

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

IXL Language Arts does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Recommendation 2: Provide direct and explicit comprehension instruction (Strong Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 2:
- Explicit instruction and video tutorials provide in foundational reading skills like phonemic awareness and phonics, combined with targeted practice in comprehension strategies and vocabulary development, all delivered through a systematic, scaffolded progression
- Fluency and engagement is supported with read-along and read-alone skills, offers real-time feedback and explanations, and personalizes learning through diagnostic assessments to address each student's unique needs

Recommendation 4: Increase student motivation and engage in literacy learning (Moderate Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 4:

- Real-Time Diagnostic creates personalized learning paths that match students' current skills, helping them focus on appropriate content to stay engaged and motivated.
- Students receive immediate feedback with detailed explanations to understand mistakes and promote self-correction and a growth mindset.
- Diverse, engaging content across reading, writing, and language skills, supported by interactive exercises and video tutorials to accommodate different learning styles.

Providing Reading Interventions for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 1:
- Foundational reading skills are built through phonological and phonemic awareness activities, helping students identify and manipulate sounds, rhymes, and syllables in words.
- Explicit, systematic phonics instruction addresses basic to advanced concepts, along with decoding strategies that teach breaking multisyllabic words into syllables and using morphology to understand word structure.

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence)
The following IXL Language Arts instructional practices demonstrate Recommendation 3:
- Diverse, high-quality texts across genres are used to build comprehension and curiosity, supports early literacy with read-along audio and auditory aids, and develops vocabulary through word-learning strategies like context clues and word parts.

These recommendations were built into the IXL Language Arts program. The lessons provide explicit instruction, opportunities for practice and corrective feedback. The district will support and monitor implementation of the IXL Language Arts at the school sites through the MTSS/IEP review meetings and data chats. The district (ESE Department) also provides professional development on the programs and best practices for implementing.

English Language Learners
Name of Program
N/A
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):
N/A
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: **Progress in core ELA instruction is minimal as indicated by a D/F grade (below 70%) and/or a negative or neutral trend line in Tier 2 intervention data (as tracked through the PMP) and/or scores a Level 1 on PM2 (indicating a decline in percentile ranking between PM1 and PM2), and/or teacher/MTSS team recommendations are used to help make the determination for the addition of Tier 3 interventions.** ***No single data point should be used to indicate that a student has a need for Tier 3 interventions.**
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: **Performance criteria to identify 9-12 students in need of Tier 2 and Tier 3 interventions:** • Student scores a level 1 on the 2024-2025 FAST (PM3) and/or • 2023-2024 FAST PM3 data reflects a level 1 and/or

- Corrective Reading Decoding Placement Test: Levels A, B1, or B2 (indication of a deficit in foundational skills) and/or
- Student has documented a deficit in decoding and must receive auditory evidence-based intervention to qualify for Unique Auditory Accommodations (UAA)
- Teacher/MTSS Team recommendation (data provided)

*No single data point will be used to indicate that a student has a need for Tier 3 intervention.

Number of times per week interventions are provided:
5 days per week
Number of minutes per intervention session:
30-45 minutes per day
Course(s) where interventions take place:
 Intensive Reading 1, 2, 3

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

Corrective Reading – Secondary

ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):

Corrective Reading – Secondary does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:**

Providing Reading Intervention for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
The following lesson components demonstrate Recommendation 1:
- Instructional routines include the following: letter-sound correspondence, word attack strategies, focus on common letter combinations, word reading of high-utility irregular words and high frequency words
- Decoding lessons are taught in a prescribed scope and sequence

Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence)
The following lesson components demonstrate Recommendation 2:
- Decodable text that aligns to current skills
- Instructional routines include the following: tracking, reading and rereading decodable connected texts, practice for rate and accuracy, and charting of daily fluency practice

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Moderate Evidence)
The following lesson components demonstrate Recommendation 3:
- Group Reading: Oral Comprehension Questions
- Lessons include the reading of sophisticated passages such as those found in content-area textbooks.
- Comprehension skills covered range from simple classification and true-false identification to complex analogies, analyses, and inferential comprehension strategies.

These recommendations were built into the daily systematic instructional routines of Corrective Reading - Secondary. All lessons provide explicit instruction, opportunities for guided and independent practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions at the

school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing.

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
Name of Program
Teacher Led Small Group Instruction: FCRR Comprehension Student Center Activities (AP-AAAS)
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):
Teacher Led Small Group Instruction: FCRR Comprehension Student Center Activities does not meet strong, moderate, or promising levels of evidence, however, is supported by the following **IES Practice Guide Recommendations:** **Providing Reading Interventions for Students in Grades 4-9** **Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text** (Strong Evidence) The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 3: • Direct and explicit instruction of comprehension strategies are taught through clear explanation, modeling, guided and independent practice, combined with interactive activities like questioning, repair strategies, graphic organizers, discussions, and applying targeted strategies before, during, and after reading across various text types to actively engage students and deepen their understanding. **Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence)** The following instructional practices taught through use of FCRR supplemental resources demonstrate Recommendation 4: • The FCRR activities can be adapted to meet the needs of diverse learners, ensuring that all students have access to challenging texts and opportunities to practice comprehension strategies. • FCRR offers a range of activities tailored to different comprehension skills and text types, allowing teachers to choose activities that align with specific learning objectives and student needs. These recommendations were built into the FCRR Comprehension instructional routines and are evident throughout each lesson. All lessons provide explicit instruction, opportunities for practice, and corrective feedback. The district will support and monitor implementation of the FCRR Comprehension intervention by monitoring implementation at the school sites through the MTSS/IEP review meetings and data chats. The district also provides professional development for utilizing FCRR Comprehension as a Tier 3 intervention and best practices for implementing.
English Language Learners
Name of Program
N/A
ESSA Evidence Level or Supporting IES Practice Guide Recommendation(s):
N/A
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? **To improve the effectiveness of Tier 3 interventions, a variety of processes and procedures are implemented. These include fidelity checks to verify proper delivery of interventions and track student**

> progress; monthly MTSS school team meetings with grade-level teachers to discuss individual students and ensure alignment between Tier 1 and Tier 2 instruction; continuous support from the Literacy Leadership Team utilizing the Literacy Walkthrough Tool; MTSS Core Team and student-focused meetings to analyze data and determine next steps; district-to-school MTSS Review meetings conducted after each progress monitoring period; and PLC meetings where data is reviewed to guide adjustments in curriculum and instruction.

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	HB7069: Empowering Early Readers: Effective Small Group Instruction in PreK
Target Audience: Teachers, PreK	
Description: This training is a deep dive into the Science of Reading. Covering the key components of the Science of Reading, the research, and current best practices related to small group and whole group instruction. We will also be discussing decoding as the first strategy for beginning readers.	
Name of Professional Learning	**B.E.S.T. Secondary Writing Training**
Target Audience: Teachers, Grades 6-12	
Description: Learn how to help your students Be Exceptional Student Testers on the B.E.S.T. Writing Assessment. Attendees will review the B.E.S.T. Writing Rubrics, score sample essays, and participate in writing stations that can be easily adapted for their classes.	
Name of Professional Learning	**HB7069/SB1108: FCRR Reading Endorsement Competencies 1-5**
Target Audience: Teachers, Grades PreK-12	
Description: The FCRR Reading Endorsement is a professional development program designed to enhance educators' knowledge and skills in teaching reading effectively. It focuses on evidence-based literacy instruction, covering key areas such as phonics, phonological awareness, fluency, vocabulary, and comprehension. The endorsement provides teachers with practical strategies and resources to support diverse learners and improve student reading outcomes.	
Name of Professional Learning	**HB7069 - UFLI Training**
Target Audience: Teachers, Grades K-5	
Description: UFLI is an explicit, systematic phonics program developed by the University of Florida Literacy Institute to introduce students to the foundational skills necessary for proficient reading. In this training, we will take a closer look at the components and implementation of each lesson step and discuss how it is being utilized	

across the district as an intervention for students who need additional support with foundational skills. This training is intended for K-2 teachers and anyone that is providing Tier 3 intervention for students in grades 3-5.

Name of Professional Learning	Raise the Bar PLC

Target Audience: Teachers, designated ELA Intervention/Core ELA

Description: Data-driven instruction and rigor training are provided for Raise the Bar teachers. Dedicated time is allocated for data analysis and collaborative planning with colleagues. This is an ongoing professional learning opportunity.

Name of Professional Learning	Literacy- New Secondary Teacher Training

Target Audience: Teachers, Grades 6-12

Description: Training centered around Best Practices for using the Savvas curriculum.

Name of Professional Learning	Literacy- New Elementary Teacher Trainings

Target Audience: Teachers, Grades K-5

Description: This training is designed for teachers who are new to a grade level or new to the district. We will take a closer look at the ELA B.E.S.T. Standards and how they align with the current curriculum and explore best practices for the 90-Minute ELA Block. Participants will learn how to maximize instruction in whole group and how to meet the needs of their students through small group differentiated instruction. You will leave with valuable tools and resources to take back and implement in your classroom.

Name of Professional Learning	HMH Structured Literacy for K-2

Target Audience: Teachers, Grades K-2

Description: The HMH Structured Literacy Lessons take research-based practices and put them into practical application in the K-2 classroom. The lessons align closely with the Science of Reading and provide teachers with explicit instruction in phonological awareness, phonics, spelling (encoding), fluency, and handwriting. In this training we will take a closer look at the lesson components and how to implement them effectively within the 90-minute ELA block.

Name of Professional Learning	Getting Started with Small Group Differentiated Instruction

Target Audience: Teachers, Grades K-5

Description: In this session, teachers will gain a deeper understanding of how to differentiate small group instruction in the 90 Minute Block. Through flexible small groups, teachers will target the learning to meet the needs of the students based on data and classroom observation.

Name of Professional Learning	Maximizing Whole Group Instruction in 90 Minute Block

Target Audience: Teachers, Grades K-5

Description: In this session we will use "backwards planning" to prioritize the components of the HMH curriculum. We will take a closer look at the materials and resources available for Reading and Vocabulary instruction and discuss best practices for implementing.

Name of Professional Learning	Writing in the Upper Elementary Classroom

Target Audience: Teachers, Grades 3-5

Description: This professional development provides an overview of state writing expectations by grade level, focusing on writing basics, assessment tools, and the writing process. It also covers strategies for teaching various writing genres, creating engaging lessons, and integrating writing across the curriculum.

Name of Professional Learning	Literacy Inservice School Based Professional Learning

Target Audience: Teachers, Grades PreK-12

Description: School based PL provided by Literacy Coaches for small groups contingent upon individual school/teacher needs and data.

Name of Professional Learning	Literacy Launchpad

Target Audience: Teachers, Grades PreK-12

Description: Literacy Launchpad comprises a range of professional learning opportunities developed and facilitated by district literacy coaches. School administrators may request these sessions to be conducted at their individual school sites for their teachers. Trainings are tailored to identified needs, with new offerings developed in response to ongoing analysis of district and school data.

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.

Santa Rosa County School District provides a diverse array of professional learning opportunities to support instructional personnel and certified PreK teachers funded through the FEFP in obtaining certifications, credentials, endorsements, or advanced degrees in scientifically researched and evidence-based reading instruction. These professional development options are offered through multiple platforms, including online, on-demand, face-to-face, facilitated, and self-paced formats. The district offers various book studies available both on-demand and self-paced to deepen educators' knowledge. Additionally, PreK teachers have access to online learning through the Florida Early Learning platform. The district also maintains partnerships with reputable online vendors such as Beacon and the Florida Diagnostic and Learning Resources System (FDLRS) to further enhance professional learning opportunities. The district encourages teachers to enroll in the Lastinger Center for Learning's Emergent Literacy Micro-Credential course as well as the Literacy Matrix Reading Endorsement.

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

Professional learning is tailored and intensified according to progress monitoring data to address the diverse needs of teachers at all grade levels. Educators can choose from a range of professional development options that align with their personal interests and instructional goals. Additionally, school administrators identify training needs through classroom observations and organize professional learning sessions at their schools. These opportunities are offered in both online and in-person formats. To further enhance support, administrators and teachers use a course catalog with filtering features, allowing them to find and select training that specifically targets student data and progress monitoring outcomes.

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

Mentor teachers are identified based on their extensive experience, demonstrated excellence in student achievement and professional evaluations, and positive peer interactions. Interventionists, academic coaches, and teacher leaders serve as the primary supports for teachers and staff in school-based professional learning, providing ongoing feedback on the effectiveness of professional development initiatives.

The Teacher Induction Program (TIP) designates high-impact teachers from each school who are trained to support new educators and those requiring peer mentoring. This program fosters a collaborative and supportive community that encourages the sharing of best practices. TIP Teacher Leaders offer consistent mentorship throughout the school year, providing daily or weekly support that addresses content knowledge, instructional strategies, classroom management, and induction activities. Additionally, these leaders assist new teachers in understanding teacher evaluation requirements, professional learning expectations, and school-specific needs.

Another critical component is the Mentor Program, which specifically supports Alternative Certification Teachers. These educators receive guidance through the state-mandated Professional Learning Certification Program (PLCP), a three-year initiative designed to develop high-quality teachers through online coursework and mentor support. District mentors travel throughout the district to meet weekly with their assigned Alternative Certification candidates and are responsible for facilitating and maintaining records related to the state-supported certification coursework.

Within each school, Professional Learning Liaisons (PLLs), who are practicing classroom teachers, play a vital role in addressing professional learning needs. They facilitate Professional Learning Communities (PLCs), providing a structured environment for teachers to collaborate, share instructional strategies, and engage in continuous professional growth. This framework further strengthens the district's commitment to ongoing educator development and instructional excellence.

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

Schools allocate dedicated time for teachers to engage in weekly professional learning through collaboration with mentors and Professional Learning Liaisons. One effective practice implemented district-wide is common planning time, which facilitates regular teacher collaboration. Additionally, the district supports Professional Learning Communities (PLCs) as a structured framework for ongoing professional development.

PLCs provide teachers with opportunities to collaboratively analyze student data, identify current student needs, and develop targeted instructional strategies. Within these communities, educators share best practices, exchange resources, and engage in meaningful dialogue aimed at enhancing student achievement. PLCs also foster the development of professional relationships and a shared vision for student learning. Furthermore, they offer a platform for reflective practice, enabling teachers to receive constructive feedback from peers and discuss effective approaches as well as areas for growth. This collaborative process supports teachers in meeting professional learning standards and continuously improving instructional effectiveness.

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
STAR (Scholar Tutors Accelerate Reading)	**K-3 students at RAISE schools**
Description	

Santa Rosa County District offers a RAISE High School Tutoring Program that provides ELA support to K-3 students in our RAISE schools during regular school hours. Tutors are high school students enrolled in the Teacher Academy and other leadership classes like Student Government Association (SGA).

Juniors and seniors who tutor take part in the STAR tutoring program are trained by the literacy department through a train-the trainer model using materials from the Florida Department of Education and the Florida Center of Reading Research (FCRR). A literacy coach regularly observes the program and reviews data to ensure its effectiveness.

The program aims to both improve reading skills for young students and provide valuable teaching experience for high school tutors. Additionally, rising juniors and seniors can fulfill the New Worlds Scholar requirement through the STAR tutoring program.

Name of Tutoring Program	Target Audience
SoRT (Science of Reading Tutoring)	**K-3 students at RAISE schools**
Description	

Santa Rosa County District offers a RAISE High School Tutoring Program that provides ELA support to K-3 students in our RAISE schools outside regular school hours (before/after). Paid tutors are high school students enrolled in the Teacher Academy.

Juniors and seniors who tutor take part in the SoRT tutoring program are trained by the literacy department through a train-the trainer model using materials from the Florida Department of Education and the Florida Center of Reading Research (FCRR). A literacy coach regularly observes the program and reviews data to ensure its effectiveness.

The program aims to both improve reading skills for young students and provide valuable teaching experience for high school tutors. Additionally, rising juniors and seniors can fulfill the New Worlds Scholar requirement through the SoRT tutoring program.

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.

Written notification is provided to parents immediately upon the students' identification of a substantial reading deficiency.

The district has developed a K-3 Parent Notification Letter for Students with a Substantial Reading Deficiency. This letter offers parents resources and detailed information regarding the specific nature of their child's reading deficiency, as well as the interventions outlined in the student's Progress Monitoring Plan (PMP).

The district is committed to providing multiple opportunities to support families of students identified with substantial reading deficiencies. Such students receive Tier 3 interventions in addition to Tier 1 and Tier 2 instruction. The Tier 3 instructional program incorporates a school-to-home component that facilitates frequent communication with families. Additionally, families are provided with the Florida Department of Education's Read-at-Home Plan and receive monthly written updates regarding their child's intervention services and progress.

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 actively engages families in literacy activities and promotes reading at home through several partnerships and programs. Information regarding the New World Reading Initiative is disseminated to eligible students and their families via multiple family engagement events held throughout the year, such as Family Literacy Night.

Additionally, the Literacy Department facilitates a District-Wide Reading Challenge utilizing the Beanstack reading platform. This program encourages students to read both at home with their parents and at school. Through Beanstack, students can log reading minutes, earn badges and other recognitions, participate in themed literacy activities, and write book reviews, thereby fostering sustained family involvement in literacy development.

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

Signature: *Dr. Karen R Barber* *Cind Barton*	Date: 6/23/25 7/22/25

APPROVED IN SESSION

JUL 2 2 2025

Santa Rosa County District Schools —2025-26 Reading Plan

SANTA ROSA COUNTY SCHOOL BOARD

SUPERINTENDENT

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.

SRCDS prioritizes the assignment of highly effective teachers, especially from kindergarten to grade 2, by ensuring an equitable distribution of these teachers across all schools, with particular focus on schools serving high percentages of low-income and minority students. Each year, after final teacher evaluations are completed, the Human Resources department analyzes the percentage of highly effective and effective teachers at each school. Schools where more than 60% of students qualify for free or reduced lunch or where minority students exceed 10% are compared to district-wide percentages.

If these schools have fewer highly effective or effective teachers than the district average, Human Resources develops a plan—approved by the Superintendent—to address the disparity before the next school year. This plan includes:

- Ensuring the school has a principal rated at least "effective" in the last two evaluation cycles.
- Analyzing instructional evaluation ratings by grade level, subject, and teacher experience.
- Negotiating an incentive program to encourage highly effective or effective teachers with at least two years of district experience to transfer to these schools.
- Restricting new hires to experienced teachers rated highly effective or effective until the school meets district percentages.

Once the school reaches the district's level of highly effective and effective teachers, the Superintendent reports this achievement to the school board. This process helps prioritize placing highly effective teachers in early grades, such as kindergarten through grade 2, to support student success and equity.