

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Tricia Rizza	Tricia.rizza@tsc.fl.edu	(850) 201-8045
Data Element	Ms. Kara Hash	Kara.hash@tsc.fl.edu	(850) 201-8551
Third Grade Promotion	N/A		
Multi-Tiered System of Supports	Dr. Tricia Rizza	Tricia.rizza@tsc.fl.edu	(850) 201-8045
Other (Enter Responsibility)			

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$80,000	2
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
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		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	\$80,000	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	N/A	N/A	N/A	N/A

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

N/A

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
6	38%	36%	46%	48%
7	17%	15%	83%	85%
8	0%	0%	67%	69%
9	13%	11%	59%	61%
10	3%	2%	85%	87%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\)](#), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST assessment data, reading intervention participation through Houghton Mifflin Harcourt, and progress monitoring; reviewed quarterly by district staff.	Classroom assessments, progress monitoring, and student work samples; reviewed monthly by school literacy teams.
Actions for continuous support and improvement	District offers targeted professional learning, reviews intervention effectiveness, and supports coaches in data-driven decision making.	School teams analyze data to refine instructional strategies, adjust interventions, and collaborate with literacy coaches for ongoing support.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST assessment data, graduation tracking, dual enrollment tracking and A.S. degree completion, and intervention participation through Achieve 3000, Common Lit Assessments, and informal and formal classroom observations; reviewed quarterly by district curriculum leaders.	Classroom assessments, progress monitoring, and teacher feedback; reviewed monthly by school literacy teams.
Actions for continuous support and improvement	District provides professional development aligned to secondary literacy needs, monitors intervention	School teams use data to identify students for additional support, adjust instructional approaches, and collaborate

outcomes, and supports
literacy coaches in goal setting.

with coaches to improve
literacy outcomes.

2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

As this is the first year our district is implementing the CERP, our primary focus has been on collaboratively developing and launching a comprehensive, evidence-based approach to literacy across both of our new schools. The reflection tool indicates that many foundational elements such as district level literacy leadership, coaching structures, professional learning frameworks, and assessments systems are in the early stages of implementation or not yet fully in place.

Given this context, the following steps have been prioritized and revised to improve literacy outcomes:

- Collaborative Development: The district is working diligently and collaboratively to fully develop and implement the CERP, ensuring alignment with the B.E.S.T. ELA Standards and the science of reading across both charter schools.
- Leadership Transitions: With a recent leadership change at Tallahassee Collegiate Academy and the opening of the Innovation Academy of Excellence in fall 2025, the district is focusing on building leadership capacity and establishing literacy leadership teams at both schools.
- Professional Learning: Recognizing professional learning as the highest priority area, the district is initiating a framework for ongoing professional development in evidence-based literacy instruction, reading endorsement, and state standards.
- Coaching Model: The district is in the process of establishing an evidence-based literacy coaching model, assigning certified coaches to schools based on need, and providing initial training and support.
- Assessment Systems: Structures for screening, progress monitoring, and diagnostic assessments are being put in place to identify students with substantial reading deficiencies and monitor instructional effectiveness.
- Continuous Improvement: The district is committed to using data from the reflection tool and ongoing root cause analysis of student performance to guide revisions and improvements to the CERP throughout the year.

As a new district with two recently established charter schools, our revisions are focused on building the foundational systems and processes necessary for effective literacy instruction and continuous improvement. We are actively seeking support from State Regional Literacy Directors and Just Read, Florida! To assist with professional learning, coaching development, and implementation fidelity as we move toward full implementation of our CERP.

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

As the first year of CERP implementation for our district schools, principals are establishing foundational processes to monitor the reading plan. Principals are responsible for ensuring fidelity to the plan by conducting regular classroom walkthroughs focused on evidence based literacy instruction and adherence to the state standards.

Administrators conduct regular reading walkthroughs (Tier 1 & 2 are monthly, and Tier 3 is biweekly), observing classroom practices, use of core and intervention materials, and student engagement in literacy

activities. During these walkthroughs, principals utilize district developed observation tools to document implementation of reading strategies, differentiation, and intervention supports.

In addition to walkthroughs, principals regularly meet with the school literacy team to review progress monitoring data, discuss instructional adjustments, and address any barriers to effective implementation. Feedback from these meeting is used to provide targeted professional development and support for teachers.

Principals also participate in district led training sessions to stay current on evidence based practices and monitoring protocols. The combination of frequent walkthroughs, collaborative data review, and ongoing professional learning ensures that principals are actively engaged in monitoring and supporting the successful implementation of the reading plan.

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

Principals at each of our two charter schools are establishing systems to ensure the effective collection and use of assessment data as part of the first-year implementation of the District CERP. Principals oversee the administration of screening, progress monitoring, diagnostic, and summative assessments according to the district’s literacy assessment plan.

Assessment data including FAST results, classroom assessments, and intervention logs are collected and reviewed regularly by school literacy teams. Principals facilitate regular meetings with teachers and literacy coaches to analyze student performance data, identify students in need of additional support, and adjust instructional strategies and intervention groups accordingly.

Principals also use data dashboards and district provided tools to monitor trends in student achievement and the effectiveness of reading interventions. This ongoing review process allows principals to provide targeted feedback to teachers, ensure fidelity to evidence-based practices, and allocate resources where they are most needed.

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

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

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

Yes

No

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

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

The district’s literacy coach model is communicated to principals through multiple channels to ensure clarity and consistency. At the start of each school year, principals receive a detailed overview of the literacy coach model during district leadership meetings and professional development sessions. The expectations, roles, and responsibilities of literacy coaches are outlined in written guidance documents, which are distributed electronically and posted on the district’s internal portal for easy access.

Additionally, the district's curriculum and instruction team provides principals with ongoing updates and support regarding the literacy coach model through monthly principal meetings, email communications, and collaborative planning sessions. Principals are encouraged to engage in regular dialogue with their assigned literacy coaches and district literacy leadership to address questions, share best practices, and monitor implementation fidelity. This multi-faceted approach ensures that principals are well-informed and equipped to support the effective integration of literacy coaches within their schools.

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

As a fairly new district, we are developing ongoing support to literacy coaches to ensure their effectiveness and professional growth. At the beginning of the school year, literacy coaches participate in a district-led orientation that outlines their roles, responsibilities, and the evidence-based practices expected in reading instruction.

Throughout the year, the district offers professional development sessions focused on the latest research in literacy, data analysis, and instructional coaching strategies. Literacy coaches are included in regular Professional Learning Communities (PLCs) with other coaches and instructional leaders, fostering collaboration and the sharing of best practices.

The district ensures that literacy coaches have access to high-quality instructional resources, assessment tools, and technology to support their work with teachers and students. Additionally, literacy coaches are encouraged to attend state and regional literacy conferences and workshops, with the district providing funding and time for these opportunities. Ongoing communication is maintained through bi-weekly check-ins and email updates. This comprehensive support system empowers literacy coaches to drive instructional improvement and positively impact student literacy outcomes across both of our current charter schools.

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

The district supports literacy coaches by providing clear structures and ongoing guidance to ensure their work is focused on activities that have the greatest impact on student achievement. Coaches participate in regular professional development sessions that emphasize the use of student data to identify instructional needs, set measurable goals, and develop targeted action plans with teachers.

Coaches are equipped with district-approved data analysis tools and receive training on interpreting state assessment results. They collaborate with teachers during scheduled data meetings to review student progress, identify trends, and adjust instructional strategies.

To further prioritize high-impact activities, the district provides coaches with a framework for instructional coaching cycles, including classroom observations, modeling effective literacy practices, and offering individualized feedback. Professional learning opportunities are differentiated based on school and teacher needs, ensuring that coaches can address specific gaps in reading instruction.

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

The district monitors the implementation of the literacy coach model through a combination of structured oversight, ongoing data review, and regular feedback mechanisms.

The district facilitates regular meetings with principals to discuss implementation challenges, share best practices, and collaboratively problem-solve. Feedback from teachers is gathered through surveys and informal interviews to assess the effectiveness of coaching support.

The district also uses progress monitoring data from state assessments to evaluate the impact of coaching on student literacy outcomes. Adjustments to the coach model are made as needed based on these data and feedback, ensuring continuous improvement and alignment with district literacy goals.

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

The district measures the effectiveness of literacy coaches using a combination of quantitative and qualitative indicators. State student achievement data are analyzed to determine growth in reading proficiency among students who receive targeted support.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The district's strategic plan for the charter schools is intentionally designed to align with Florida's Formula for Reading Success, ensuring that all students including those with disabilities and English language learners receive high quality, evidence-based reading instruction.

Core Components:

- Instruction addresses all six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
- The plan incorporates four types of classroom assessments: screening, progress monitoring, diagnostic, and summative, with designated schedules and procedures for each.
- Three tiers of instruction are provided: Tier 1 (core), Tier 2 (supplemental), and Tier 3 (intensive), with interventions matched to student need and delivered by qualified personnel.

Access:

- The strategic plan ensures that students with disabilities receive accommodations and individualized supports as outlined in their IEPs or 504 plans, and that English language learners benefit from differentiated instruction and language supports.
- Evidence-based supplemental and intervention programs are adopted for students needed additional instruction beyond core, including multisensory strategies for students with characteristics of dyslexia.

Monitoring and Continuous Improvement:

- Regular progress monitoring and formative feedback are embedded in all tiers, allowing teachers and administrators to adjust instruction and interventions based on student data.
- School administrators are supported in conducting instructional walkthroughs to ensure fidelity to evidence-based practices and the BEST ELA standards.

By aligning the district’s strategic plan with Florida’s Formula for Reading Success, our district charter schools are committed to providing rigorous, inclusive, and responsive literacy instruction for all students.

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

N/A

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

N/A

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

N/A

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

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

The Decision Trees must contain the following information:

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

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

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

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

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

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 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?
Other District Assessment District Common Assessment	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input type="checkbox"/> Select Student	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in grades 6-8 who require Tier 2 and Tier 3 interventions. The identification process is grounded in a comprehensive review of multiple data sources, including classroom assessment, state assessment results, and teacher observations.

Teachers are integral to this process and are encouraged to submit referrals for students who exhibit academic or behavioral challenges. Once a referral is made, the MTSS team comprised of teachers, administrators, and support staff convene to review the student’s performance data and determine the appropriate level of support.

Students who demonstrate a need for additional assistance beyond core instruction are provided with Tier 2 interventions, which typically involve targeted small-group instruction and regular progress monitoring. If a student does not respond adequately to Tier 2 supports, the team may recommend Tier 3 interventions, which are more intensive and individualized.

This collaborative, data-driven approach ensures that each student receives the support necessary to succeed academically and behaviorally.

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

The district monitors the effectiveness of Tier 1 instruction through a multi-faceted approach that includes classroom assessments, state assessment data, and teacher observations. Teachers regularly analyze student performance data to ensure that core instruction is meeting the needs of all learners.

Instructional staff engage in data chats and collaborative planning sessions to review trends, identify areas of strength and concern, and adjust instructional strategies accordingly. When data indicates that a

significant number of students are not meeting grade-level expectations, the MTSS team evaluates the fidelity of Tier 1 instruction and determines whether adjustments or professional development are needed to improve instructional delivery.

This continuous cycle of data review and instructional refinement ensures that Tier 1 instruction remains rigorous and responsive to student needs.

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

The district monitors the effectiveness of Tier 2 interventions through ongoing progress monitoring and data analysis. Students receiving Tier 2 support are assessed regularly using classroom-based assessments and other formative tools to evaluate their response to targeted interventions.

Teachers and interventionists collect and review data on student performance to determine whether the interventions are leading to measurable improvement. This data is discussed during MTSS team meetings, where decisions are made about continuing, modifying, intensifying, or fading interventions based on student progress.

Documentation of intervention strategies, frequency, and student outcomes is maintained to ensure fidelity of implementation and to support data-driven decision-making. If a student does not demonstrate adequate progress despite consistent Tier 2 support, the MTSS team may consider a transition to more intensive Tier 3 interventions.

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

The district monitors the effectiveness of Tier 3 interventions through frequent and individualized progress monitoring. Students receiving Tier 3 support are assessed using targeted, skill-specific tools aligned with their intervention goals. Data is collected weekly or biweekly to evaluate the student’s response to the intensive interventions.

This data is reviewed by the MTSS team during regularly scheduled meetings. The team analyzes trends in student performance, considers fidelity of implementation, and determines whether the current intervention plan is effective. Adjustments are made as needed, which may include modifying the intervention strategy, increasing intensity, or exploring additional supports.

Documentation of all interventions, progress data, and team decisions is maintained to ensure accountability and to support data-driven decision-making. Parent communication is also a key component, ensuring families are informed and involved in the intervention process.

Grades 6-8 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

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

1. Students scoring Level 3 or higher on previous year’s FAST PM3 and/or current year’s PM1.
2. Meeting or exceeding grade-level benchmarks in vocabulary and comprehension.
3. Demonstrating proficiency on classroom-based assessments.
4. Consistent classroom participation and engagement as observed by teachers.
5. No significant academic or behavioral concerns noted by teachers or support staff.

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

Tier 1 instruction is considered sufficient if at least 80% of students meet or exceed these benchmarks at the start of the year.

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

The district employs a multi-faceted, data driven approach to continuously monitor and improve the effectiveness of Tier 1 (core) instruction.

1. Regular Data Review: Teachers and instructional staff analyze classroom assessment results, state assessment data, and student work samples on a monthly basis. School literacy teams meet regularly to review student performance trends and identify areas where Tier 1 instruction may not be meeting the needs of all learners.
2. Collaborative Planning and Data Chats: Instructional staff participate in collaborative planning sessions and data chats to discuss student progress, share best practices, and address instructional challenges. These meetings foster a culture of continuous improvement and collective problem solving.
3. MTSS Team Evaluation: When data indicates that a significant number of students are not meeting grade-level expectations, the MTSS team evaluates the fidelity and effectiveness of Tier 1 instruction. The team may recommend adjustments to instructional strategies, curriculum resources, or classroom practices.
4. Professional Development: Targeted professional learning is provided to teachers based on identified needs, such as evidence based literacy practices, differentiation strategies, and the B.E.S.T. ELA Standards. Ongoing training ensures that teachers are equipped to implement high-impact instructional strategies.
5. Instructional Walkthroughs: Principals and administrators conduct regular classroom walkthroughs using district-developed observation tools to monitor implementation of Tier 1 instruction. Feedback from these observations is used to guide instructional adjustments and provide support to teachers.
6. Continuous Cycle of Improvement: The district maintains a continuous cycle of data review, instructional refinement, and professional learning to ensure Tier 1 instruction remains rigorous and responsive to student needs.

Core Instruction

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

Name of Program	Year of Program Adoption
Houghton Mifflin Harcourt (HMH)	2025-2026

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

Tier 2 interventions are considered when students do not meet grade-level expectations and demonstrate the need for additional support beyond core (Tier 1) instruction. The following criteria prompt the addition of Tier 2 interventions:

- Students scoring below a 3 on previous year’s PM3 or current year’s PM1.
- Students scoring below 70% on classroom assessments.

- Students score between the 10th and 25th percentile on FAST ELA.
- Failure to Meet Grade-Level Expectations:
Students do not meet grade-level benchmarks in vocabulary, comprehension, or fluency on classroom-based assessments.
- Limited Growth Over Multiple Data Points including classroom assessments, state assessments, and classroom observations.
- Progress monitoring data shows limited or inconsistent improvement in reading skills over at least two consecutive assessment periods.
- Teacher Observation and Documentation:
Teachers document academic concerns related to reading, indicating that Tier 1 supports are insufficient.
- Additional Indicators:
 - Student demonstrates gaps in foundational reading skills that impede access to grade-level curriculum.
 - Student requires targeted, small-group instruction to address specific skill deficits.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

1. Students scoring below Tier 3 on previous year's FAST PM3 and/or current year's PM1.
2. Students scoring below 70% on classroom assessments.
3. Below benchmark on screening assessments: Students score between the 10th and 25th percentile on the FAST ELA Progress Monitoring 1 (PM1).
4. Demonstrate gaps in foundational reading skills: Students show limited proficiency in vocabulary comprehension, or fluency as measured by classroom-based assessments and teacher observations.
5. Limited growth over multiple data points such as classroom assessments, assignments, and observations. Progress monitoring data from previous years or assessment windows shows inconsistent or minimal improvement in reading skills.
6. Teacher documentation: Teachers document academic concerns related to reading, indicating that Tier 1 supports are insufficient and the student may benefit from targeted small group instruction.

Students meeting these criteria at the beginning of the year are identified for Tier 2 interventions, which involve targeted, small-group instruction and regular progress monitoring in addition to Tier 1 core instruction.

Number of times per week interventions are provided: Tier 2 interventions are provided at least 3 times per week. Research and state guidance indicate that increased frequency leads to better outcomes, especially for students with significant gaps.

Number of minutes per intervention session: Each Tier 2 intervention session lasts between 20-30 minutes. Sessions shorter than 20 minutes may not allow enough time for explicit instruction and practice, while sessions longer than 30 minutes may lead to diminishing returns due to attention and fatigue

Course(s) where interventions take place: English/Language Arts

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

Name of Program		Verbiage (as needed)
Read 180	Strong	Read 180 by Houghton Mifflin Harcourt (HMH) will be implemented as a Tier 2 evidence-based intervention for middle school students who require supplemental reading support. This program meets ESSE Strong Evidence through rigorous research demonstrating significant gains in reading achievement. Read 180 provides differentiated instruction via a blended model that includes teacher-led lessons, adaptive technology, and independent reading practice. Students receive targeted support in comprehension, vocabulary, fluency, and writing with progress monitored regularly to ensure growth.

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

Students with Disabilities

Name of Program		Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

Tier 3 interventions are considered when students do not respond adequately to Tier 2 supports and continue to demonstrate significant gaps in reading achievement. The following criteria prompt the addition of Tier 3 interventions:

- Students earning Level 1 in previous year PM3 or current year PM1.
- Persistent Low Performance on Progress Monitoring Assessments (i.e. below 70%): Students consistently score below the 10th percentile on FAST ELA or other district-approved progress monitoring tools, despite receiving Tier 2 interventions.
- Failure to Meet Grade-Level Benchmarks: Students do not meet grade-level expectations in vocabulary, comprehension, or fluency after multiple cycles of Tier 2 intervention.

- Minimal or No Growth Over Multiple Data Points (i.e. classroom assessments, state assessments, classroom observations):
Progress monitoring data shows little or no improvement in reading skills over at least two consecutive assessment periods.
- Teacher Observation and Documentation:
Teachers document ongoing academic and/or behavioral concerns related to reading, indicating that Tier 2 supports are insufficient.
- Additional Indicators:
 - Student is unable to access grade-level curriculum due to reading deficits.
 - Student requires highly individualized, intensive instruction beyond small-group Tier 2 supports.

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

Beginning of Year Data

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

1. Students earning Level 1 in previous year PM3 or current year PM1.
2. Consistently earning below 70% on classroom assessments.
3. Significantly below benchmark on screening assessments: Students score below the 10th percentile on the FAST ELA Progress Monitoring 1 (PM1).
4. Demonstrate substantial deficiency in reading skills: Students show major gaps in foundational reading skills (vocabulary, comprehension, fluency) as measured by classroom based assessments and teacher observation.
5. Unable to access grade-level curriculum: Students are unable to participate in grade-level reading activities due to persistent reading deficiencies.
6. Minimal or no growth over multiple data points: Progress monitoring data from previous years or assessment windows shows little or no improvement in reading skills, even after Tier 2 interventions.
7. Teacher documentation: Teachers document ongoing academic and/or behavioral concerns related to reading, indicating that Tier 1 and Tier 2 supports have not been sufficient.

Students meeting these criteria at the beginning of the year are identified for Tier 2 intensive interventions, which involve highly individualized, frequent, and intensive support in addition to Tier 1 and Tier 2 instruction.

Number of times per week interventions are provided:

Number of minutes per intervention session:

Tier 1 (Core Instruction)

Duration: 90 Minutes

Frequency: Daily during ELA block

Tier 2 (Targeted Small-Group Intervention)

Duration: 20-30 minutes

Frequency: 3-5 per week

Tier 3 (Intensive Individualized Intervention)
 Duration: 45-60 minutes per session
 Frequency: 4-5 times per week

Course(s) where interventions take place:
 ELA class period with pull-out or push-in support.
 Dedicated intervention periods.
 Before or after school programs.

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

Name of Program		Verbiage (as needed)
Read 180	Strong	Read 180 by Houghton Mifflin Harcourt (HMH) will be implemented as a Tier 3 intensive, individualized intervention for our middle school students performing significantly below grade level in reading. The program uses a blended model combining teacher-led lessons, adaptive technology and independent reading to address foundational skills, comprehension, vocabulary, and writing.

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program		Verbiage (as needed)

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

1. Frequent Progress Monitoring
 - o Students receiving Tier 3 interventions are assessed weekly or biweekly using targeted, skill-specific tools aligned with their intervention goals.
 - o Data is collected and analyzed to evaluate the student’s response to intensive interventions.
2. MTSS Team Review
 - o The MTSS (Multi-Tiered System of Supports) team meets regularly to review progress monitoring data, intervention fidelity, and student outcomes.

- The team analyzes trends, identifies barriers to progress, and determines whether current interventions are effective.
- 3. Instructional Adjustments
 - Based on data and team review, intervention strategies may be modified, intensified, or replaced.
 - The frequency, duration, or instructional approach may be adjusted to better meet individual student needs.
- 4. Documentation and Accountability
 - All interventions, progress data, and team decisions are documented to ensure accountability and support data-driven decision-making.
 - Intervention logs are maintained for each student.
- 5. Collaboration and Communication
 - Teachers, interventionists, and support staff collaborate to share insights and problem-solve challenges.
 - Parents are regularly informed and involved in the intervention process, ensuring transparency and support.
- 6. Professional Development
 - Staff receive ongoing training in evidence-based Tier 3 practices, data analysis, and intervention fidelity.
 - Professional learning is targeted to address identified gaps in implementation.
- 7. Continuous Improvement Cycle
 - The district uses feedback from progress monitoring, team meetings, and stakeholder input to refine Tier 3 procedures and improve outcomes.
 - Adjustments are made throughout the year to ensure interventions remain effective and responsive.

These procedures ensure that problems in Tier 3 interventions are identified early and addressed collaboratively, resulting in improved student outcomes and instructional effectiveness.

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment District Common Assessments	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in grades 9-12 who require Tier 2 and Tier 3 interventions. The identification process is grounded in a comprehensive review of multiple data sources, including classroom assessment, state assessment results, and teacher observations.

Teachers are integral to this process and are encouraged to submit referrals for students who exhibit academic or behavioral challenges. Once a referral is made, the MTSS team comprised of teachers, administrators, and support staff convene to review the student’s performance data and determine the appropriate level of support.

Students who demonstrate a need for additional assistance beyond core instruction are provided with Tier 2 interventions, which typically involve targeted small-group instruction and regular progress monitoring. If a student does not respond adequately to Tier 2 supports, the team may recommend Tier 3 interventions, which are more intensive and individualized.

This collaborative, data-driven approach ensures that each student receives the support necessary to succeed academically and behaviorally.

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

The district monitors the effectiveness of Tier 1 instruction through a multi-faceted approach that includes classroom assessments, state assessment data, and teacher observations. Teachers regularly analyze student performance data to ensure that core instruction is meeting the needs of all learners.

Instructional staff engage in data chats and collaborative planning sessions to review trends, identify areas of strength and concern, and adjust instructional strategies accordingly. When data indicates that a significant number of students are not meeting grade-level expectations, the MTSS team evaluates the fidelity of Tier 1 instruction and determines whether adjustments or professional development are needed to improve instructional delivery.

This continuous cycle of data review and instructional refinement ensures that Tier 1 instruction remains rigorous and responsive to student needs.

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

The district monitors the effectiveness of Tier 2 interventions through ongoing progress monitoring and data analysis. Students receiving Tier 2 support are assessed regularly using classroom-based assessments and other formative tools to evaluate their response to targeted interventions.

Teachers and interventionists collect and review data on student performance to determine whether the interventions are leading to measurable improvement. This data is discussed during MTSS team meetings, where decisions are made about continuing, modifying, intensifying, or fading interventions based on student progress.

Documentation of intervention strategies, frequency, and student outcomes is maintained to ensure fidelity of implementation and to support data-driven decision-making. If a student does not demonstrate adequate progress despite consistent Tier 2 support, the MTSS team may consider a transition to more intensive Tier 3 interventions.

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

The district monitors the effectiveness of Tier 3 interventions through frequent and individualized progress monitoring. Students receiving Tier 3 support are assessed using targeted, skill-specific tools aligned with their intervention goals. Data is collected weekly or biweekly to evaluate the student's response to the intensive interventions.

This data is reviewed by the MTSS team during regularly scheduled meetings. The team analyzes trends in student performance, considers fidelity of implementation, and determines whether the current intervention plan is effective. Adjustments are made as needed, which may include modifying the intervention strategy, increasing intensity, or exploring additional supports.

Documentation of all interventions, progress data, and team decisions is maintained to ensure accountability and to support data-driven decision-making. Parent communication is also a key component, ensuring families are informed and involved in the intervention process.

Grades 9-12 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

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

1. Students scoring Level 3 or higher on the previous year's PM3 or current year's PM1.
2. Students scoring at least 70% on classroom assessment.
3. Meeting or exceeding grade-level benchmarks in vocabulary and comprehension.
4. Demonstrating proficiency on classroom-based assessments.

5. Consistent classroom participation and engagement as observed by teachers.
6. No significant academic or behavioral concerns noted by teachers or support staff.

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

Tier 1 instruction is considered sufficient if at least 80% of students meet or exceed these benchmarks at the start of the year.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

The district employs a multi-faceted, data driven approach to continuously monitor and improve the effectiveness of Tier 1 (core) instruction.

1. Regular Data Review: Teachers and instructional staff analyze classroom assessment results, state assessment data, and student work samples on a monthly basis. School literacy teams meet regularly to review student performance trends and identify areas where Tier 1 instruction may not be meeting the needs of all learners.
2. Collaborative Planning and Data Chats: Instructional staff participate in collaborative planning sessions and data chats to discuss student progress, share best practices, and address instructional challenges. These meetings foster a culture of continuous improvement and collective problem solving.
3. MTSS Team Evaluation: When data indicates that a significant number of students are not meeting grade-level expectations, the MTSS team evaluates the fidelity and effectiveness of Tier 1 instruction. The team may recommend adjustments to instructional strategies, curriculum resources, or classroom practices.
4. Professional Development: Targeted professional learning is provided to teachers based on identified needs, such as evidence based literacy practices, differentiation strategies, and the B.E.S.T. ELA Standards. Ongoing training ensures that teachers are equipped to implement high-impact instructional strategies.
5. Instructional Walkthroughs: Principals and administrators conduct regular classroom walkthroughs using district-developed observation tools to monitor implementation of Tier 1 instruction. Feedback from these observations is used to guide instructional adjustments and provide support to teachers.
6. Continuous Cycle of Improvement: The district maintains a continuous cycle of data review, instructional refinement, and professional learning to ensure Tier 1 instruction remains rigorous and responsive to student needs.

Core Instruction

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

Name of Program	Year of Program Adoption
Florida Virtual School	2023-2024
Achieve 3000	2023-2024
Common Lit	2023-2024

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

Tier 2 interventions are considered when students do not meet grade-level expectations and demonstrate the need for additional support beyond core (Tier 1) instruction. The following criteria prompt the addition of Tier 2 interventions:

- Students scoring below a 3 on previous year’s PM3 or current year’s PM1.
- Students scoring below 70% on classroom assessments.
- Students score between the 10th and 25th percentile on FAST ELA.
- Failure to Meet Grade-Level Expectations:
Students do not meet grade-level benchmarks in vocabulary, comprehension, or fluency on classroom-based assessments.
- Limited Growth Over Multiple Data Points:
Progress monitoring data shows limited or inconsistent improvement in reading skills over at least two consecutive assessment periods.
- Teacher Observation and Documentation:
Teachers document academic concerns related to reading, indicating that Tier 1 supports are insufficient.
- Additional Indicators:
 - Student demonstrates gaps in foundational reading skills that impede access to grade-level curriculum.
 - Student requires targeted, small-group instruction to address specific skill deficits.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

1. Students who are below a Level 3 on prior year’s PM3 or current year’s PM1.
2. Students who are below 70% on classroom assessments.
3. Demonstrate gaps in foundational reading skills: Students show limited proficiency in vocabulary comprehension, or fluency as measured by classroom-based assessments and teacher observations.
4. Limited growth over multiple data points including Progress monitoring data from previous years or assessment windows shows inconsistent or minimal improvement in reading skills.
5. Teacher documentation: Teachers document academic concerns related to reading, indicating that Tier 1 supports are insufficient and the student may benefit from targeted small group instruction.

Students meeting these criteria at the beginning of the year are identified for Tier 2 interventions, which involve targeted, small-group instruction and regular progress monitoring in addition to Tier 1 core instruction.

Number of times per week interventions are provided: Tier 2 interventions are provided at least 3 times per week. Research and state guidance indicate that increased frequency leads to better outcomes, especially for students with significant gaps.

Number of minutes per intervention session: Each Tier 2 intervention session lasts between 20-30 minutes. Sessions shorter than 20 minutes may not allow enough time for explicit instruction and practice, while sessions longer than 30 minutes may lead to diminishing returns due to attention and fatigue

Course(s) where interventions take place: English/Language Arts

Supplemental Instruction/Interventions		
<p>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.</p>		
Name of Program		Verbiage (as needed)
Achieve 3000	Strong	Achieve 3000 is an evidence-based literacy intervention program that provides differentiated instruction through leveled nonfiction texts aligned to each student Lexile reading level. It is designed to accelerate reading growth for students' performance below grade level and supports Tier 2 instruction.
<p>Indicate the evidence-based programs and/or practices implemented for students with a disability, as needed.</p>		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Tier 3 interventions are considered when students do not respond adequately to Tier 2 supports and continue to demonstrate significant gaps in reading achievement. The following criteria prompt the addition of Tier 3 interventions:</p> <ul style="list-style-type: none"> • Persistent Low Performance on Progress Monitoring Assessments: Students consistently score below the 10th percentile on FAST ELA or other district-approved progress monitoring tools, despite receiving Tier 2 interventions. • Failure to Meet Grade-Level Benchmarks: Students do not meet grade-level expectations in vocabulary, comprehension, or fluency after multiple cycles of Tier 2 intervention. • Minimal or No Growth Over Multiple Data Points: Progress monitoring data shows little or no improvement in reading skills over at least two consecutive assessment periods. • Teacher Observation and Documentation: Teachers document ongoing academic and/or behavioral concerns related to reading, indicating that Tier 2 supports are insufficient. • Additional Indicators: 		

- Student is unable to access grade-level curriculum due to reading deficits.

Student requires highly individualized, intensive instruction beyond small-group Tier 2 supports.

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

Beginning of Year Data

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

1. Significantly below benchmark on screening assessments: Students score below the 10th percentile on the FAST ELA Progress Monitoring 1 (PM1).
2. Students score Level 1 in previous year’s PM3 or current year’s PM1.
3. Demonstrate substantial deficiency in reading skills: Students show major gaps in foundational reading skills (vocabulary, comprehension, fluency) as measured by classroom-based assessments and teacher observation. Classroom assessments are consistently below 60%.
4. Unable to access grade-level curriculum: Students are unable to participate in grade-level reading activities due to persistent reading deficiencies.
5. Minimal or no growth over multiple data points: Progress monitoring data from previous years or assessment windows shows little or no improvement in reading skills, even after Tier 2 interventions.
6. Teacher documentation: Teachers document ongoing academic and/or behavioral concerns related to reading, indicating that Tier 1 and Tier 2 supports have not been sufficient.

Students meeting these criteria at the beginning of the year are identified for Tier 2 intensive interventions, which involve highly individualized, frequent, and intensive support in addition to Tier 1 and Tier 2 instruction.

Number of times per week interventions are provided:

Tier 3 interventions are provided 4-5 times per week to ensure intensive and consistent support for students with substantial reading deficiencies.

Number of minutes per intervention session:

Each tier 3 session lasts between 30-45 minutes. This allows for explicit, individualized instruction, guided practice, and immediate feedback.

Course(s) where interventions take place:

ELA class period with pull-out or push-in support.
Dedicated intervention periods.
Before or after school programs.

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000	Strong	Achieve 3000 is an evidence-based literacy intervention program designed to support students with significant reading challenges through intensive, individualized instruction. It provides differentiated nonfiction texts aligned to each student’s Le

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

1. Frequent Progress Monitoring
 - o Students receiving Tier 3 interventions are assessed weekly or biweekly using targeted, skill-specific tools aligned with their intervention goals.
 - o Data is collected and analyzed to evaluate the student’s response to intensive interventions.
2. MTSS Team Review
 - o The MTSS (Multi-Tiered System of Supports) team meets regularly to review progress monitoring data, intervention fidelity, and student outcomes.
 - o The team analyzes trends, identifies barriers to progress, and determines whether current interventions are effective.
3. Instructional Adjustments
 - o Based on data and team review, intervention strategies may be modified, intensified, or replaced.
 - o The frequency, duration, or instructional approach may be adjusted to better meet individual student needs.
4. Documentation and Accountability
 - o All interventions, progress data, and team decisions are documented to ensure accountability and support data-driven decision-making.
 - o Intervention logs are maintained for each student.
5. Collaboration and Communication
 - o Teachers, interventionists, and support staff collaborate to share insights and problem-solve challenges.
 - o Parents are regularly informed and involved in the intervention process, ensuring transparency and support.
6. Professional Development
 - o Staff receive ongoing training in evidence-based Tier 3 practices, data analysis, and intervention fidelity.
 - o Professional learning is targeted to address identified gaps in implementation.
7. Continuous Improvement Cycle
 - o The district uses feedback from progress monitoring, team meetings, and stakeholder input to refine Tier 3 procedures and improve outcomes.
 - o Adjustments are made throughout the year to ensure interventions remain effective and responsive.

These procedures ensure that problems in Tier 3 interventions are identified early and addressed collaboratively, resulting in improved student outcomes and instructional effectiveness.

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

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

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

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

Name of Professional Learning	Target Audience	Description
B.E.S.T. ELA Standards Implementation Workshop	Middle and High School Teachers	This learning series provides middle and high school teachers with an in-depth understanding of Florida’s B.E.S.T. ELA Standards. Participants will explore the structure and progression of the standards, examine grade-level expectations, and learn strategies for aligning curriculum, instruction, and assessment. The workshop includes collaborative lesson planning, model instructional practices, and guidance on integrating evidence-based reading and writing strategies to ensure all students meet rigorous literacy goals.
Evidence Based Strategies for Adolescent Literacy	Middle and High School Teachers	This professional learning series equips secondary teachers with research-based instructional approaches proven to improve literacy outcomes for adolescent learners. Teachers will learn how to implement strategies for vocabulary development, reading comprehension, and critical thinking across content areas. The session emphasizes differentiation for diverse learners, including students with disabilities and English language learners, and provides practical

		tools for progress monitoring and intervention.
<p>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.</p>		
<p>Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.</p> <p>The district provides a comprehensive professional learning system to support instructional personnel in earning certification, credentials, endorsement, and advanced degrees in scientifically researched and evidence-based reading instruction.</p> <ol style="list-style-type: none"> 1. Tuition Assistance and Incentives: Financial support is provided for teachers pursuing advanced degrees or endorsements in reading instruction, including tuition reimbursement, stipends, and recognition incentives. 2. Targeted Professional Development: Ongoing PD sessions focus on evidence-based reading practices, B.E.S.T. ELA Standards, and instructional strategies for diverse learners. Sessions are scheduled throughout the year and differentiated based on teacher needs and progress monitoring data. 3. Collaboration with Higher Education: The district partners with local colleges and universities to facilitate advanced degree programs and endorsement coursework for instructional personnel and PreK teachers. <p>Documentation and Tracking: The district maintains records of professional learning participation, credential attainment, and endorsement progress to ensure compliance with FEFP funding requirements and state statutes.</p> <p>The district uses a data-driven approach to differentiate and intensify professional learning for teachers:</p> <ul style="list-style-type: none"> • Analysis of Progress Monitoring Data: Teachers’ professional learning needs are identified through regular review of student progress monitoring data (e.g., FAST ELA, classroom assessments, intervention logs). Data is analyzed at the school and district level to pinpoint areas where students are not meeting literacy benchmarks. • Targeted Professional Development: Professional learning sessions are tailored to address specific instructional gaps revealed by data. For example, if data shows students are struggling with vocabulary or comprehension, targeted workshops and coaching cycles are provided on those topics. • Flexible Delivery Models: Professional learning is offered in multiple formats—whole group, small group, PLCs, coaching cycles, and online modules—to meet the varied needs of teachers. 		

- **Intensified Support for Identified Teachers:**
Teachers whose students demonstrate persistent gaps in reading achievement receive intensified support, such as additional coaching, classroom modeling, and individualized feedback.
- **Ongoing Monitoring and Adjustment:**
The effectiveness of professional learning is monitored through follow-up data reviews and classroom observations. Adjustments are made to PD plans based on teacher feedback and subsequent student performance data.
- **Collaboration and Sharing of Best Practices:**
Teachers are encouraged to collaborate in PLCs and share strategies that have led to improved student outcomes. Model classrooms and mentor teachers are leveraged to provide real-time examples of effective literacy instruction.

By differentiating and intensifying professional learning based on progress monitoring data, the district ensures that teachers receive the support they need to address specific instructional challenges and improve student literacy outcomes.

Mentor Teachers

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

The school will implement a structured mentor teacher program to support new and developing educators. Mentor teachers will be identified based on clear criteria, including demonstrated instructional effectiveness, consistent student achievement growth, and leadership qualities. Selection will also consider strong classroom management, ability to model evidence-based practices, and a commitment to professional collaboration.

Model classrooms will be established by designating mentor teachers' classrooms as exemplars of best practice. These classrooms will serve as learning environments where high-impact instructional strategies, effective use of curriculum resources, and strong student engagement are consistently demonstrated. They will be utilized for:

- **Observation Opportunities:** New teachers will visit model classrooms to observe effective teaching techniques in action.
- **Co-Teaching and Coaching:** Mentor teachers will provide side-by-side instructional support and feedback during scheduled sessions.
- **Professional Learning Walks:** Teams of educators will engage in structured walkthroughs to analyze instructional practices and reflect on implementation.

This program will create a sustainable system for teacher development, ensuring that mentor teachers serve as instructional leaders and model classrooms function as living laboratories for continuous improvement.

Professional Learning Time

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

Faculty are provided a one hour planning block directly after school which is used for professional learning, faculty meetings, committee meetings.

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

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

Name of Tutoring Program	Target Audience	Description
N/A		

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

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

In accordance with s. 1008.25(5)(d), F.S., our district has established a process to immediately notify parents or guardians when their child is identified as having a substantial deficiency in reading. Upon identification—based on screening, progress monitoring, or diagnostic assessment results—parents are notified within 5 days through both written communication (letter or email) and a follow-up phone call from school staff.

The notification includes:

- A clear explanation of the student’s reading deficiency and the specific areas of concern.
- Information about the interventions and supports that will be provided at school.
- Guidance on how parents can support their child’s reading development at home, including access to a read-at-home plan and recommended resources.
- An invitation to meet with school staff to discuss the student’s progress and collaborate on strategies for improvement.

This immediate and multi-channel notification process ensures that families are informed, engaged, and empowered to support their child’s literacy growth in partnership with the school.

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).

We have not yet established literacy partnerships or programs. As a new district, this is something we are working on as we further develop and fully implement our CERP.

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

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

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

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

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.

N/A – Our district does not serve K-2 students.

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

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

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

Calandra Stringer

Signature:

Calandra Stringer

Date:

10/30/2025