

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	Stacey Rimes, Director	Rimess@unionl.k12.fl.us	352 448-5052
Data Element	Cailyn Stalnaker, MIS	StalnakerC@union.k12.fl.us	352 448-5101
Third Grade Promotion	Maria Kish, Counselor	KishM@union.k12.fl.us	352 448-5302
Multi-Tiered System of Supports	Maria Kish, Counselor	KishM@union.k12.fl.us	352 448-5302
Other (Enter Responsibility)	Jacquie, Moseley, R Coach Jeanna Norman, R Coach Rebecca Keen, R. Coach Lindley Adkins, R. Coach	MoseleyJ@union.k12.fl.us NormanJ@union.k12.fl.us KeenR@union.k12.fl.us AdkinsL@union.k12.fl.us	

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	65,085.10	1.0
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials I-Ready (ELA) elementary \$17,753.00 and Accelerated Reader \$11,812.65	29,565.70	0
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches All of high school coach \$65,085.10 and 1/3 of middle school coach \$23,034.15	88,119.25	1.3
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	182770.05	

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	0%	0%	90%	93%

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

Teachers regularly assess student progress and receive targeted coaching to support instructional improvement. The Early Literacy Coach and Career Specialist play a vital role in enhancing both professional learning and classroom management. The Early Literacy Coach focuses on foundational literacy skills, particularly phonological awareness and vocabulary development. She analyzes student performance data, provides corrective feedback, and supports instructional planning aligned with identified needs.

District staff meet regularly with the PreK team to ensure alignment with current state requirements and best practices. A comprehensive data tracking sheet has been developed to help teachers monitor individual student growth, identify the amount of gains needed to reach proficiency, and determine strategies to support measurable learning gains.

The LEA also maintains a strong partnership with our state representative, Lexi Langieri, who provides high-quality professional development both on-site and virtually. She remains accessible for consultation and support as needed, further strengthening the district's capacity to improve early literacy outcomes.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	14%	11%	61%	65%
1	32%	29%	47%	55%
2	10%	8%	60%	63%
3	10%	8%	60%	65%
4	17%	14%	58%	63%
5	21%	18%	45%	63%
6	18%	15%	53%	56%
7	20%	17%	51%	56%
8	22%	19%	54%	59%
9	21%	18%	46%	57%
10	14%	11%	62%	65%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and the frequency of review	Principals will share at staff meeting once a month or as needed for Marzano, FAST and i-Ready	<p>Data Collection: Walkthroughs and observations using the NEFEC ELA tool will be conducted by instructional coaches, school-based administrators, or district staff. Observation notes, ratings, and evidence will be documented digitally.</p> <p>Frequency of Review: Monthly at the school leadership level to identify trends and needs for coaching support.</p> <p>Quarterly by district instructional leaders to analyze implementation across the district and adjust professional learning plans accordingly.</p> <p>Feedback will be shared with individual teachers and grade-level teams during PLCs or coaching conversations.</p> <p>*UFLI Foundations observation tool</p> <p>Data Collection: Observations will be conducted during phonics instruction blocks using the UFLI Fidelity Checklist or UFLI Classroom Observation Tool. Observers will note instructional moves, pacing, student engagement, and adherence to the UFLI routine.</p> <p>Frequency of Review: Every 4–6 weeks by instructional coaches or reading interventionists during ongoing coaching cycles.</p> <p>After each UFLI unit cycle, teachers and coaches will review fidelity notes and student exit ticket data to inform regrouping or reteaching decisions.</p> <p>Semester reviews at the district level will identify systemic trends and guide district-wide professional development.</p>

Actions for continuous support and improvement	Plans will be developed during the following: Staff Meeting with district and school-level admins (weekly), Instructional Coach Meetings (monthly) School-based Literacy Lead meetings (quarterly) Professional Development Days (quarterly)	Leadership Meetings (weekly) Grade level meetings (monthly) Grade level PLC (weekly) MtSS (monthly)
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Principals will share at staff meeting once a month or as needed for Marzano, OTISS, and FAST	FAST (3x), Read 180 NWEA Map Growth Diagnostic (3x), Write Score 2x grades 5-8), District created Benchmark Assessment, OTISS (ongoing)
Actions for continuous support and improvement	Plans will be developed during the following: Staff Meeting with district and school-level admins (weekly) Instructional Coach Meetings (monthly) School-based Literacy Lead meetings (quarterly) Professional Development Days (quarterly)	Leadership meetings (Weekly), Content planning period (Weekly), Data Chats (Monthly)
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Principals will share at staff meeting once a month or as needed for Marzano, OTISS, FAST, and district-created standards-based assessments	FAST (3x), district-created standards-based assessments (EOC courses) (3x), OTISS (ongoing), Read180 NWEA Map Growth (Intensive Reading courses) (3x), Write Score (2x)
Actions for continuous support and improvement	Plans will be developed during the following: Staff Meeting with district and school-level admins (weekly) Instructional Coach Meetings (monthly) School-based Literacy Lead meetings (quarterly) Professional Development Days (quarterly)	Leadership Meetings (weekly), Teacher Planning Period Meeting (monthly), Data Chat Meeting (3x)

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.

Literacy Leadership:

- Increasing CERP visibility and usage by presenting it to all teachers and the Literacy Leadership Team during pre-planning, with ongoing reference throughout the year.
- Providing targeted coaching and training for school-based administrators, aligned to student reading achievement data.
- Strengthening secondary literacy leadership teams by expanding membership to include diverse stakeholders and ensuring they meet at least quarterly to analyze data and guide instructional decisions.

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

Each school's Literacy Leadership Team—composed of school leaders and teacher representatives from multiple grade levels—monitors the implementation of the reading plan through regular classroom observations. These teams use the OTISS walkthrough tool, which was introduced during the 2022–2023 school year through district-led training on the Practice Profile.

In addition to the efforts of the Literacy Leadership Teams, both school-based and district administrators conduct reading-focused walkthroughs at least twice per month using the Marzano framework. Instructional coaches also support implementation monitoring by conducting classroom visits using the NEFEC ELA Observation Tool and the UFLI Foundations Fidelity Checklist. These coaching walkthroughs are conducted on a rotating schedule, typically once per quarter per teacher, or more frequently for teachers receiving targeted support.

All data collected from the OTISS tool, Marzano walkthroughs, NEFEC ELA Observation Tool, and UFLI Fidelity Checklists are reviewed collaboratively to identify trends, celebrate instructional strengths, and address areas for growth. These findings are aligned with FAST Progress Monitoring data to inform instructional decisions, professional development, and continuous improvement across all grade levels.

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.

Collected data will be analyzed to identify common trends across FAST assessments and progress monitoring tools at each educational level. These tools include i-Ready for elementary schools, Lexia Core for 5th grade, and Read 180 for 6th-12th grade (intensive reading classes).

Instructional coaches collaborate with administrators to facilitate data discussions at the grade level and provide targeted, individualized support to teachers through lesson modeling and instructional coaching, particularly in areas where concerns are identified.

To strengthen foundational literacy at the elementary level, three reading interventionists—funded through Title I—provide flexible, needs-based support for students. Additionally, two reading coaches are assigned by grade bands: one for PreK–1st grade and another for 2nd–4th grade. At the middle and high school levels, each school is supported by one dedicated reading coach who assists with instructional planning and models effective literacy practices.

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)

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

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

☒ Yes

☐ No

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

N/A

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

At the beginning of each new school year, a copy of the "role of an instructional coach" is presented during our weekly district staff meeting which includes the superintendent, district and school-based administrators. The group discusses the roles of coaches in their schools. There is an assurance that coaches are "protected" even when serving on the leadership team. There cannot be a breach of trust between coach and teachers. Our district has a great working relationships between coaches/administrators and coaches/teachers.

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

The district's four literacy coaches meet monthly with the Director of Curriculum and Accountability to collaboratively review upcoming initiatives, celebrate successes, and identify areas of need across the district. These dedicated educators engage in strategic planning, share instructional resources and training materials, and exchange best practices to support professional growth at the elementary, middle, and high school levels. Additionally, Title I and Title II funds are utilized to provide essential supplies, instructional resources, and technology tools that enhance the effectiveness of literacy instruction and support continued growth in instructional practice.

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 reading coaches by providing access to ongoing professional development opportunities through JRF, NEFEC, and the UF Lastinger Center, as well as participation in monthly JRF collaboration calls. In June, this dynamic team was allocated dedicated planning time to design and facilitate a Summer Literacy Institute. During the institute, coaches conducted training sessions, analyzed PM3 data, and guided teachers in refining their lesson plans based on data-driven insights.

These coaches consistently analyze and disaggregate student performance data, regularly sharing findings with grade-level teams and individual teachers to inform instruction. To enhance targeted support, the district added an additional reading coach at the elementary level, allowing focused attention for both PreK-1st and 2nd-4th grade bands. Additionally, the middle school reading coach, a former 1st grade teacher, brings valuable expertise in foundational literacy to support Tier 2 and Tier 3 interventions for secondary students and educators.

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

The district holds monthly meetings with instructional coaches to review progress, identify areas of need, and collaboratively develop action plans to be implemented prior to the next meeting. Following these sessions, coaches are responsible for communicating key takeaways and initiatives to their respective school-based leadership teams.

Instructional coaches are expected to maintain a detailed log or calendar documenting all professional activities, including training sessions, instructional modeling with individual teachers, data analysis meetings, and other support services provided.

Coach performance is evaluated using a Marzano-aligned rubric distinct from that used for instructional staff. This specialized evaluation tool focuses on three core domains:

1. Planning and preparation to deliver effective support,
2. Contributions to student achievement
3. Ongoing professional growth and refinement of coaching practices.

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

School-wide FAST test scores in reading/language arts for evaluative purposes with focus on specific teachers who had been coached during the year.

Classroom observations to determine if instructional strategies implemented during modeling or training have been effective.

Coaching logs which identify: teachers served, time spent on PL, planning with teams, etc

Feedback surveys

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 is actively collaborating with UF Lastinger, NEFEC, and an in-house reading-endorsed trainer to ensure staff are equipped with the instructional practices necessary for student success across all tiers of support. Title I funds are strategically utilized in partnership with CERP to address reading gaps in PreK through 4th grade by funding two reading coaches, three reading interventionists, and three paraprofessionals.

The three reading interventionists work with Tier 3 and lower Tier 2 students using a flexible service delivery model. Interventionists and paraprofessionals provide targeted reading support within the classroom setting, implementing interventions that are intensive, explicit, systematic, and multisensory.

Student Identification and Progress Monitoring:

1. Students are initially screened using an Oral Reading Fluency assessment.
2. A Core Phonics Screener is then administered to identify specific areas of need.
3. Bi-weekly progress monitoring is conducted using Star CBM.
4. Reading Coaches, Interventionists, and core teachers administer these assessments, and monthly progress reports are sent to parents.

A variety of assessments are used to support data-driven instruction, including FAST (Renaissance), CBM, Core Phonics, i-Ready, and Flamingo Phonological Screeners.

Additionally, three of our reading coaches were selected by NEFEC to participate in the Rural Connect Summer Institute, a week-long professional development opportunity. These coaches bring valuable insights and strategies from the institute to share with instructional staff during scheduled professional development days.

Instructional staff have also been trained on the Practice Profile and are being observed using the OTISS tool to collect fidelity data, which is then compared to FAST and other progress monitoring results.

Although our English Language Learner (ELL) population is currently less than 1%, the Director of Personnel and Secondary Education provides direct support for the eight identified ELL 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.

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

The LEA has adopted the Teaching Strategies program to support students from birth through age five. This comprehensive, approved curriculum addresses all core subject areas as well as social-emotional development. It is designed to be adaptive, allowing teachers to effectively differentiate instruction for diverse groups of learners. The program is also used with our self-contained classrooms.

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.

VPK students identified as having a substantial deficiency in early literacy skills, as defined in Rule 6A-6.053(5), F.A.C., receive immediate and targeted interventions within the school day. These interventions include small-group instruction focused on phonological awareness, oral language development, alphabet knowledge, and early decoding skills. Instruction is explicit, systematic, and aligned with the Florida Early Learning and Developmental Standards.

Teachers monitor progress using data from PM1, PM2, and PM3 of the coordinated screening and progress monitoring system (FAST), and adjust instruction accordingly. The Director of Curriculum and Accountability, Career Specialist, and Early Literacy Reading Coach collaborate with VPK teachers to analyze student data, plan responsive instruction, and ensure fidelity of implementation.

In addition to in-school support, eligible students may be enrolled in extended learning programs such as the NWRI program or the New Summer Bridge program, which provide continued, intensive literacy instruction beyond the school year to help close achievement gaps.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-4

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	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<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"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
		<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		
FAST Star Reading	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2	<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
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<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 any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment iReady Diagnostic	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" 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 checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment STAR Reading	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> All Students (3x year) <input checked="" type="checkbox"/> Select Students (2x month)	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month (progress monitoring) <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment STAR CBM	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> All Students K-2	<input 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 type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month (progress monitoring) <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year (K-2) <input type="checkbox"/> 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?
	<input checked="" type="checkbox"/> Select Students 3-4			<input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment CELF 5 OWLS - II PLS 5 CELF P2	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" 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 checked="" 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 (K-2) <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> 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
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.;
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

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

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

The MTSS decision-making process is conducted at the school level by the school-based MTSS team, which includes administrators, instructional coaches, interventionists, and classroom teachers.

In grades K–3, the MTSS team uses multiple data sources to make informed decisions about Tier 2 and Tier 3 placement. These include:

- **STAR/FAST data**, including the prior year's **PM3 results**, as the initial screener.
- **iReady Diagnostic**
- **STAR CBM Oral Reading Fluency** measures
- **CORE Phonics Survey**
- **Flamingo Phonemic Awareness Assessment** (UF Lastinger Center)

Additionally, any retained third-grade student who scored a Level 1 on FAST PM3 will automatically receive Tier 2 and Tier 3 support to address identified gaps.

This comprehensive, school-based approach ensures students are matched with the appropriate level of intervention based on current performance data and instructional need.

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

In grades 4–5, the district uses a Multi-Tiered System of Supports (MTSS) to identify students in need of Tier 2 and Tier 3 interventions. The initial identification process begins with FAST data, including the most recent PM3 results, to flag students who may require additional support.

To ensure accurate placement and instructional focus, multiple data sources are considered alongside STAR/FAST. These include the iReady diagnostic, STAR CBM Oral Reading Fluency measures (when appropriate), and other skill-based assessments such as the CORE Phonics Survey for students who demonstrate foundational reading needs.

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

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

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

Students with characteristics of dyslexia will be identified using iReady's Dyslexia screener. This report is available after students complete each diagnostic and will be analyzed by school level reading coaches to determine if additional screening is needed. If an offline task is required by the screener, this will be administered by a reading endorsed, certified teacher.

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

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

The effectiveness of Tier 1 instruction is monitored through multiple systems and collaborative structures. These include classroom walkthroughs and formal observations, which provide ongoing feedback on instructional delivery and student engagement. Monthly data chats and grade level team meetings allow staff to analyze student performance trends and identify areas for instructional improvement. Grade-level PLCs and Literacy Leadership Team meetings provide regular opportunities to review Tier 1 data, align instruction to standards, and adjust planning based on student needs. Together, these processes ensure continuous monitoring and refinement of core instruction to support all learners.

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

Tier 2 intervention is progress monitored biweekly. Documentation is collected monthly during MTSS meetings with individual teachers. During this time, intervention fidelity and needs are discussed and changes are made as necessary.

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

Tier 3 intervention is progress monitored biweekly by our reading interventionists. Documentation is collected during monthly MTSS meetings. During this time, intervention fidelity and needs are discussed and changes made as necessary. Diagnostic data from iReady is used to evaluate growth in the areas of phonological awareness, phonics, high frequency words, vocabulary and comprehension.

Grades K-5 Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

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

IF student meets two or more of the following criteria at the beginning of the school year:

Grade K:

- Prior year VPK FAST PM3 STAR Early Literacy score at or above the 40th percentile
- FAST PM1 score at or above the 49th percentile
- At benchmark on Flamingo Phonemic Awareness Assessment

- At benchmark performance on classroom-based phonemic/phonological assessments
- Early K or better on i-Ready Diagnostic

Grades 1-2:

- Prior year FAST PM3 STAR Reading score at or above level 3
- FAST PM1 score at or above the 49th percentile
- i-Ready Diagnostic showing on- or above-grade-level placement
- CORE Phonics Survey indicates mastery
- STAR CBM Oral Reading Fluency data demonstrating fluency at benchmark

Grade 3:

- Prior year **FAST ELA Reading PM3** at or above Level 3
- FAST PM1 score at or above the 49th Percentile
- i-Ready Diagnostic showing on- or above-grade-level placement
- STAR CBM Oral Reading Fluency data demonstrating fluency at benchmark

Grade 4:

- Students enter with a prior year FAST PM3 FAST score at/above level 3.
- FAST PM1 score at or above the 49th percentile
- i-Ready Diagnostic showing on- or above-grade-level placement
- STAR CBM Oral Reading Fluency data demonstrating fluency at benchmark

All K-4 students take the iReady diagnostic at the start of the year, with additional Star Reading assessments for grades 3 and 4. Students who enroll at Lake Butler Elementary after progress monitoring windows have closed are assessed with iReady and either the Star Reading or Star Early Literacy assessment upon enrollment.

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

Eighty percent or more of students do not require Tier 2 or Tier 3 interventions, or eighty percent or more students are scoring a level 3, 4, or 5 on FAST PM assessments.

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

To improve the effectiveness of Tier 1 instruction, the district follows a structured, collaborative problem-solving process. Data collected during walkthroughs, informal observations, and formal evaluations are analyzed during Lead Team and Literacy Leadership Team meetings to identify trends, strengths, and areas for growth in Tier 1 instruction. These insights guide the development of action steps, including adjustments to instructional strategies, materials, and professional learning.

In addition, progress monitoring data is reviewed regularly during grade-level PLC meetings, which are facilitated by members of the Lead Team. During these meetings, student data is used to reflect on Tier 1 instruction and determine if changes are needed to improve core instruction for all students.

Reading coaches attend weekly PLCs to support instructional planning, model effective practices, and help teams problem-solve around specific student or instructional concerns. This ongoing cycle of observation, data analysis, planning, and support ensures that Tier 1 instruction is continually refined to meet student needs.

Core Instruction

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

Name of Program	Year of Program Adoption
UFLI Foundations in Kindergarten-Second Grade- Supplemental program	2022-2023
Benchmark Advance Curriculum in grades 1-4	2021-2022

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

A student may qualify for Tier 2 support if **one or more** of the following criteria are met:

- **A decrease of one or more performance levels** on statewide progress monitoring assessments (e.g., from Level 3 to Level 2 between PM1 and PM2);
AND/OR
- **Insufficient progress** toward expected growth on i-Ready Diagnostic or STAR assessments:
 - **i-Ready Diagnostic:** Student demonstrates **less than 25% progress toward their typical or stretch growth goal**
 - **STAR Reading/Early Literacy:** Student growth percentile is 35 or below between progress monitoring periods **AND/OR**
- **ELA course grades of D or F** based on standards-based grade-level assignments and assessments;
AND/OR
- **Oral Reading Fluency (ORF)** performance falls **below grade-level benchmarks** (below the 25th percentile based on STAR CBM benchmarks for the grade level).

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

To ensure accurate identification of students in need of Tier 2 support, the district uses triangulated data—incorporating multiple sources across time—to determine instructional needs at the beginning of the school year. Students may be considered for Tier 2 intervention if they meet **two or more** of the following criteria based on a combination of prior-year data, current universal screeners, and diagnostic assessments:

Kindergarten:

- Score **Level 2 (Intervention)** on the **prior year VPK FAST PM3 STAR Early Literacy** assessment
- Score **48th percentile or below** on the **FAST PM1** (current year)
- Score **below the 40th percentile** on the **i-Ready Diagnostic (Reading)**
- Score **below benchmark** on the **Flamingo Phonemic Awareness Assessment**
- Demonstrate **limited readiness** based on teacher observations or classroom-based assessments

Grades 1–2:

- Score **Level 2 (Intervention)** on the **prior year FAST PM3 STAR Early Literacy or STAR Reading** assessment
- Score **48th percentile or below** on the **FAST PM1** (current year)
- Score **below the 40th percentile** on the **i-Ready Diagnostic (Reading)**
- Perform **below benchmark** on the **CORE Phonics Survey**
- Score **below benchmark** on **STAR CBM Oral Reading Fluency** measures

Grade 3:

- Score **Level 2 (Intervention)** on the **prior year FAST ELA Reading PM3** assessment or **prior year FAST PM3 (B.E.S.T.)**

- Score at the **48th percentile or below** on the **FAST PM1** (current year)
- Score **below the 40th percentile** on the **i-Ready Diagnostic (Reading)**
Score **below benchmark** on **STAR CBM Oral Reading Fluency**
- Perform **below expectations** on classroom-based fluency or comprehension checks

Grade 4:

- Score **Level 2** on the **prior year FAST ELA Reading PM3** assessment
- Score at the 48th percentile or below on the **FAST PM1** (current year)
- Score **below the 40th percentile** on the **i-Ready Diagnostic (Reading)**
- Score **below benchmark** on **STAR CBM Oral Reading Fluency**
- Demonstrate **limited comprehension or vocabulary** on classroom-based reading assessments or writing samples

For students identified as potentially requiring tiered intervention (those scoring at level 2 or below), we follow a diagnostic process to determine the nature of their reading deficiencies.

1. **Initial Screening:** Students in grades 2-4 begin with the Star CBM ORF (Oral Reading Fluency) measure to assess fluency. For students not meeting grade-level benchmarks, further screening is conducted.
2. **Phonics Screening:** Students in grade 1 and any grade 2-4 students not meeting fluency benchmarks are then administered the Core Phonics Screener to assess phonics skills.
3. **Phonemic Awareness Screening:** If Core Phonics results indicate a need for more foundational skill support, we use the University of Florida Lastinger Center's Flamingo Phonemic Awareness measure. This assessment begins with phoneme segmentation and is used initially with students in grade K.

Number of times per week interventions are provided:

2-3 times per week, initially (up to daily as needed). A 30 minute daily intervention block is provided for all grades.

Number of minutes per intervention session:

This may vary depending on the intervention needed, 15-30 minutes per session.

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations		UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text everyday to

		<p>support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were build into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs using the UFLI Foundations implementation tool. In addition, UFLI Foundations partners with the Union County School District to provide targeted professional development throughout the year as well as coaching and classroom observation support.</p>
<p>Florida Benchmark Advance 2022 Core ELA Program</p>		<p>Florida Benchmark Advance 2022 Core ELA Program does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide supports the program: <i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i>.</p> <p>Recommendations from the guide that align with Benchmark Advance include:</p> <ul style="list-style-type: none"> ● Recommendation 1: Teach students how to use reading comprehension strategies (<i>Level of Evidence: Strong</i>) ● Recommendation 2: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content (<i>Level of Evidence: Moderate</i>) ● Recommendation 4: Establish an engaging and motivating context in which to teach reading comprehension (<i>Level of Evidence: Moderate</i>) <p>These recommendations are built into the program design through:</p> <ul style="list-style-type: none"> ● Explicit instruction in comprehension strategies such as asking and answering questions, making predictions, visualizing, summarizing, and making inferences. ● Text-dependent questioning and tasks that require students to analyze the structure

		<p>and purpose of texts, including nonfiction and informational content.</p> <ul style="list-style-type: none"> A variety of high-interest texts, interactive read-alouds, and collaborative learning structures designed to increase student engagement and motivation to read. <p>The district will support and monitor implementation of this program by:</p> <ul style="list-style-type: none"> Providing ongoing professional learning focused on the use of comprehension strategy instruction, modeling, and guided practice during whole group and small group reading instruction. Utilizing instructional coaches and administrators to conduct classroom walkthroughs and provide feedback aligned to the WWC-aligned practices embedded in Benchmark Advance. Supporting PLCs in using student work and assessment data to adjust instruction and identify areas for reteaching and enrichment. Offering professional development sessions at the start of the year and during district PD days that reinforce evidence-based practices for comprehension and text analysis.
Magnetic Reading	Moderate	
iReady Personalized Instruction (paired with Reading Diagnostic)	Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Not applicable - same programs and practices as listed above		Students with disabilities, including those with IEPs, receive instruction using the same evidence-based programs and practices implemented schoolwide. Accommodations, scaffolds, and instructional supports are provided as outlined in each student's IEP to ensure access
		and progress within the general education curriculum.

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Not applicable - same programs and practices as listed above		English Language Learners (ELLs) receive instruction using the same evidence-based programs and practices implemented schoolwide. To support their language acquisition and academic progress, accommodations, scaffolds, and targeted instructional strategies are embedded within the general education framework. These supports are designed to ensure ELL students have equitable access to the curriculum and can make meaningful progress alongside their peers.
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>The district provides structured, multisensory interventions aligned with the Science of Reading. These interventions include:</p> <ul style="list-style-type: none"> • Increased dosage of UFLI Foundations, a systematic, explicit, and multisensory phonics program that integrates auditory, visual, and kinesthetic modalities to support foundational reading development. • Phonemic awareness instruction in grades K–1 that helps students develop awareness of speech sounds and their connection to letters, using multisensory strategies such as tapping, tracing, and oral segmenting/blending. • Explicit instruction in decoding, word analysis, and spelling in grades K–2, incorporating visual aids, sound boxes, and manipulatives to support multisensory engagement. • Daily practice with connected text to build fluency, accuracy, and comprehension, using methods such as repeated reading and oral guided reading with teacher feedback. <p>These interventions are delivered in small-group settings and aligned with Tier 2 or Tier 3 support, depending on the intensity needed. Instruction is led by reading endorsed (or those with a literacy microcredential) educators.</p>		
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>K student scores at/below 10th percentile or is unable to complete practice items on the FAST STAR early literacy assessment Grades 1 and 2 - student scores at/below 10th percentile or is unable to complete the practice items on the FAST STAR reading assessment Grades 3 and 4 - student scores at/below 20th percentile on the FAST assessment at the beginning or middle of the school year</p> <p>In addition to FAST progress monitoring data, students may also be identified for Tier 3 support if:</p>		

- They receive a D or F in grade-level, standards-based ELA coursework;
- i-Ready Diagnostic scores show no growth or regression across two consecutive administrations (same or lower placement level and/or less than 5 scaled score points gained between diagnostics);
- During Tier 2 support, they demonstrate no measurable improvement across two consecutive progress monitoring periods, defined as:
 - STAR CBM or STAR Reading Student Growth Percentile (SGP) below 35 in two back-to-back bi-weekly PMs;
 - Or a flat or declining trend on CBM passage reading rate over a 4-week period

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

Beginning of Year Data

Beginning of Year Data and Identification of Students with Substantial Reading Deficiencies

At the beginning of the school year, students who meet any of the following criteria are flagged for further review and possible Tier 3 intervention:

Grade K

- Student scores **below the 10th percentile** or is **unable to complete the practice items** on the **FAST Star Early Literacy** assessment.
- **Automatically qualifies for Tier 3** if the student was **retained in a previous year**, per Rule 6A-6.053, F.A.C.

Grades 1 and 2

- Student scored **below the 10th percentile** on the **prior year PM3 FAST Star Early Literacy or Star Reading** assessment.
- **Automatically qualifies for Tier 3** if previously retained.
- Students scoring **Level 1 on the prior year PM3 FAST** assessment are identified with a **substantial reading deficiency** and must receive **Tier 3 interventions in addition to Tier 2**, as required by Rule 6A-6.053, F.A.C.

Grade 3

- Student scored **Level 1** on the **prior year PM3 FAST ELA Reading** assessment
- Student who was **retained in a previous grade** qualifies for Tier 3 support
- Students scoring **Level 1 on PM3 FAST** are identified with a **substantial reading deficiency** and must receive **Tier 3 + Tier 2 interventions**, per Rule 6A-6.053

Grade 4

- Student enters 4th grade with a **prior year PM3 FAST Reading** score of **Level 1**

In **addition to FAST**, all students in grades K–4 take the **iReady diagnostic** at the beginning of the year. Students scoring **below the 10th percentile** on iReady are flagged as at-risk and used as supporting data in triangulation to ensure FAST is **not the sole indicator** of need.

For students flagged by these screeners, a **tiered diagnostic process** is initiated to determine the root cause of reading deficiencies:

- **Initial Screening (Grades 2–4):** Star CBM Oral Reading Fluency (ORF) is administered.
- **Phonics Screening (Grades 1–4):** Students who do not meet ORF benchmarks are given the **Core Phonics Screener**.
- **Phonemic Awareness Screening (Grades K–2 as needed):** If Core Phonics results show gaps in foundational skills, the **UF Lastinger Flamingo Phonemic Awareness Assessment** is administered, beginning with **phoneme segmentation**.

Number of times per week interventions are provided:

2-3 times per week, initially (up to daily as needed). A 30 minute daily intervention block is provided for all grades.

Number of minutes per intervention session:

This may vary depending on the intervention needed, 15-30 minutes per session.

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations		UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text everyday to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs using the UFLI Foundations implementation tool. In addition, UFLI Foundations partners with the Union County School District to provide targeted professional development throughout the year as well as coaching and classroom observation support.
Florida Benchmark Advance 2022 Core ELA Program	Moderate & Promising	Florida Benchmark Advance 2022 Core ELA Program does not meet strong, moderate, or promising levels of evidence; however, the

		<p>following WWC Practice Guide supports the program: <i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i>.</p> <p>Recommendations from the guide that align with Benchmark Advance include:</p> <ul style="list-style-type: none"> ● Recommendation 1: Teach students how to use reading comprehension strategies (<i>Level of Evidence: Strong</i>) ● Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (<i>Level of Evidence: Moderate</i>) ● Recommendation 4: Establish an engaging and motivating context in which to teach reading comprehension (<i>Level of Evidence: Moderate</i>) <p>These recommendations are built into the program design through:</p> <ul style="list-style-type: none"> ● Explicit instruction in comprehension strategies such as asking and answering questions, making predictions, visualizing, summarizing, and making inferences. ● Text-dependent questioning and tasks that require students to analyze the structure and purpose of texts, including nonfiction and informational content. ● A variety of high-interest texts, interactive read-alouds, and collaborative learning structures designed to increase student engagement and motivation to read. <p>The district will support and monitor implementation of this program by:</p> <ul style="list-style-type: none"> ● Providing ongoing professional learning focused on the use of comprehension strategy instruction, modeling, and guided practice during whole group and small group reading instruction.
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		<ul style="list-style-type: none"> Utilizing instructional coaches and administrators to conduct classroom walkthroughs and provide feedback aligned to the WWC-aligned practices embedded in Benchmark Advance. Supporting PLCs in using student work and assessment data to adjust instruction and identify areas for reteaching and enrichment. Offering professional development sessions at the start of the year and during district PD days that reinforce evidence-based practices for comprehension and text analysis.
Magnetic Reading	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Not applicable - same programs and practices as listed above		Students with disabilities, including those with IEPs, receive instruction using the same evidence-based programs and practices implemented schoolwide. Accommodations, scaffolds, and instructional supports are provided as outlined in each student's IEP to ensure access and progress within the general education curriculum.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Not applicable - same programs and practices as listed above		English Language Learners (ELLs) receive instruction using the same evidence-based programs and practices implemented schoolwide. To support their language acquisition and academic progress, accommodations, scaffolds, and targeted instructional strategies are embedded within the general education framework. These supports are designed to ensure ELL students have equitable access to the curriculum and can make meaningful progress alongside their peers.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. The district provides structured, multisensory interventions aligned with the Science of Reading. These interventions include:		

- Increased dosage of UFLI Foundations, a systematic, explicit, and multisensory phonics program that integrates auditory, visual, and kinesthetic modalities to support foundational reading development.
- Phonemic awareness instruction in grades K–1 that helps students develop awareness of speech sounds and their connection to letters, using multisensory strategies such as tapping, tracing, and oral segmenting/blending.
- Explicit instruction in decoding, word analysis, and spelling in grades K–2, incorporating visual aids, sound boxes, and manipulatives to support multisensory engagement.
- Daily practice with connected text to build fluency, accuracy, and comprehension, using methods such as repeated reading and oral guided reading with teacher feedback.

These interventions are delivered in small-group settings and aligned with Tier 2 or Tier 3 support, depending on the intensity needed. Instruction is led by reading endorsed (or those with a literacy microcredential) educators.

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

Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional learning when deemed necessary. Concerns will be brought to weekly admin meetings, monthly team meetings, and/or monthly MTSS meetings with the problem-solving team. Common planning will be provided for intensive intervention teachers to meet together to plan and share what is/isn't working in their small groups, interventions and best practices will be shared out at team meetings so that all may glean ideas and support.

7. Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)

Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

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

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

Summer Reading Camps for Retained Grade 3 Students

Schedule: June 1 - 18, 2026, Monday through Thursday 8:00-12:00

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

When serving 3rd grade specifically, the district ensures that a highly-qualified, reading endorsed staff member teaches the Summer Reading class. Magnetic Reading, Benchmark Advance and i-Ready (both individual paths and 3rd-grade pathways). An additional i-Ready assessment is given at the end of June when Summer Reading Camp has been completed.

Alternative Assessment Used:

iReady Diagnostic

Additional Information (optional):

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

Will the district implement this option?

☐ Yes ☒ No

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

Grades 5-8

8. Grades 5-8 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 5 <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 5-8) (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- (ELA District Benchmark Assessment)	<input checked="" type="checkbox"/> Grade 5 <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 type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" 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	<input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly
Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 5-8) (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?
(Lexia: Power Up Diagnostic)	<input type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Student	<input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Read 180 FLEX- Map Growth Assessment)	<input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input 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 type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment: DAR Assessment (Diagnostic Assessments of Reading)	<input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input checked="" 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 checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" 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 checked="" 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.

FAST data is reviewed after each assessment. After FAST PM3 assessment, student scores and data are used to determine which students will need Tier 2 or Tier 3 intervention. Students who have a Level 1 score will receive Tier 3 intervention and Students who have a Level 2 score will receive Tier 2 interventions.

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

Tier 1 instruction is monitored by walkthroughs by administrators, OTISS walkthroughs by our Instructional coaches (2 x per nine weeks), FAST PM data and District Benchmark Assessments (each nine weeks).

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

Tier 2 instruction is monitored by walkthroughs by administrators, OTISS walkthroughs by our Instructional coaches (Every 3 weeks), FAST PM data and Read 180 growth diagnostics (3 times per year)

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

Tier 3 instruction is monitored by walkthroughs by administrators, OTISS walkthroughs by our Instructional coaches (every month), FAST PM data and Read 180 growth diagnostics (3 times per year)

Grades 5-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: 2025 FAST ELA PM3 data: Level 3, 4 or 5	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. <ul style="list-style-type: none"> 80% of our students will show mastery of the benchmarks on each quarterly District Benchmark Assessment with a score of 70% or higher. 80% or more students will score a level 3 or higher of FAST PM and not need Tier 2 or Tier 3 interventions 	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Tier 1 instruction will be monitored by our Administrators who do classroom observations. Also, our instructional coaches use OTISS to do walkthroughs. Teachers will analyze data after District Progress Monitoring each quarter. This data is shared with the Reading Coach and the administrative team during quarterly data chats. OTISS data will look for trends or areas that need to be improved within our Tier 1 instruction.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advanced (5th grade only)	2021
Savvas MyPerspectives (6th-8th grade)	2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: <ul style="list-style-type: none"> A decrease of one or more performance levels on statewide progress monitoring assessments (e.g., from Level 3 to Level 2 between PM1 and PM2); AND/OR Tier 2 interventions will be provided if students score below proficiency levels (60% or less) on their District Benchmark Assessments. 	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: 2025 FAST ELA PM3 data: Level 2	
Number of times per week interventions are provided: 5 x per week Number of minutes per intervention session: 50 minutes Course(s) where interventions take place: Intensive Reading (Course Code: 1000010)	

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 Flex Program (Grades 6-8)		Read 180 Flex does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it creates for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.

IXL: ELA Skills: Florida BEST standards (Grades 6-8)		<p>IXL Language Arts does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it creates for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.</p>
Lexia: Power Up Literacy (Grade 5 only)	Promising ESSA Evidence Level	
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)

Read 180 Flex Program (Grades 6-8)		Read 180 Flex does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it creates for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by The district will support and monitor implementation of this program by conducting data chats and observational
		walkthroughs, and bi-weekly meetings with the Reading coach.
Lexia: Power Up Literacy (Grade 5 only)	Promising ESSA Evidence Level	

IXL: ELA Skills: Florida BEST standards (Grades 6-8)		<p>IXL Language Arts does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it creates for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.</p>
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 Flex Program (Grades 6-8)		<p>Read 180 Flex does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective</p>

		Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it creates for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.
Lexia: Power Up Literacy (Grade 5 only)	Promising ESSA Evidence Level	
IXL: ELA Skills: Florida BEST standards (Grades 6-8)		iXL Language Arts does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1:

		<p>Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it creates for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students who do not show progress or growth (moving from low level 3 to a mid level 3) between their FAST PM scores and/or are not making expected growth (60% or higher) on their District Benchmark Assessments compared to their peers will qualify for additional Tier 3 support</p>		
<p>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</p>		
<p>Beginning of Year Data</p>		
<p>Students who meet the following criteria at the beginning of the school year: 2025 FAST ELA PM3 data: Level 1</p>		
<p>Number of times per week interventions are provided: 5 days per week</p> <p>Number of minutes per intervention session: 50 minutes per day (25 minutes of Tier 2 and 25 minutes of Tier 3)</p> <p>Course(s) where interventions take place: Intensive Reading (Course Code: 1000010)</p>		
<p>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.</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 Flex Program (Grades 6-8)		Read 180 Flex does not meet strong, moderate, or promising

<p>*Using lessons for teacher led small groups</p>		<p>levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it creates for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.</p>
<p>IXL: Language Arts-Using Lessons for Teacher Led Small Group</p>		<p>iXL Language Arts does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support</p>

		the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it creates for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach
Lexia: Power Up Literacy (Grade 5 only) *Using lessons for Teacher led small groups	Promising ESSA Evidence Level	
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)
Read 180 Flex Program (Grades 6-8) *Using lessons for teacher led small groups		Read 180 Flex does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence;

		<p>Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it creates for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.</p>
IXL: Language Arts-Using Lessons for Teacher Led Small Group		<p>iXL Language Arts does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These</p>

		recommendations were built into the program through the diagnostic testing and individualized practice it creates for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach
Lexia: Power Up Literacy (Grade 5 only) *Using lessons for Teacher led small groups	Promising ESSA Evidence Level	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 Flex Program (Grades 6-8) *Using lessons for teacher led small groups		Read 180 Flex does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it creates

		<p>for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.</p>
<p>IXL: Language Arts- Using Lessons for Teacher Led Small Group</p>		<p>iXL Language Arts does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it creates for students. The diagnostic test is an adaptive assessment tool which accurately assesses students' knowledge and provides each student with a personalized action plan to help them grow. The district will support and monitor implementation of this program by conducting data chats and observational</p>

		walkthroughs, and bi-weekly meetings with the Reading coach
Lexia: Power Up Literacy (Grade 5 only) *Using lessons for Teacher led small groups	Promising ESSA Evidence Level	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Students receiving Tier 3 instruction will take a quarterly District Benchmark Assessment to measure their mastery of the benchmarks. They will also take the Read 180 assessment 3 times per year and this data will be analyzed along with their FAST PM data. These assessment scores will be used to determine the effectiveness of Tier 3 interventions.		

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 (ELA District Benchmark Assessments)	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" 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 checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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 (Read 180 - Map Growth Assessment)	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input 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 type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Intensive Reading Benchmark Assessments)	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" 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 (DAR Assessment)	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" 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 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 checked="" 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.

Student FAST data is reviewed after each administration. After FAST PM3, student data is analyzed to determine which students need to receive Tier 2/Tier 3 intervention. During the school year, teachers and administrators look at the Read180 Map Growth data, district created ELA benchmark assessment data, and district created Intensive Reading benchmark assessment data to determine students in need of Tier 2/Tier 3 interventions.

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

Tier 1 instruction is monitored through regular administrator walkthroughs, instructional coach OTISS walkthroughs (3x per quarter), FAST PM data (3x per year), District Benchmark Assessment Data (each quarter). Data is discussed at PLC meetings and data chats with school and district administrators.

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

Tier 2 instruction is monitored through regular administrator walkthroughs, instructional coach OTISS walkthroughs (3x per quarter), FAST PM data (3x per year), District Benchmark Assessment Data (monthly), and NWEA Map Growth data (3x per year). Data is discussed monthly at PLC meeting with the reading coach to evaluate effectiveness of Tier 2 instruction. Data will also be discussed at quarterly data chats with school administrators.

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

Tier 3 instruction is monitored through regular administrator walkthroughs, instructional coach OTISS walkthroughs (3x per quarter), FAST PM data(3x per year), District Benchmark Assessment Data(monthly), and NWEA Map Growth data (3x per year). Data is discussed monthly at PLC meeting with the reading coach to evaluate effectiveness of Tier 3 instruction. Data will also be discussed at quarterly data chats with school administrators.

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: 2025 FAST ELA Reading Progress Monitoring 3 Data: Level 3, 4, or 5	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. <ul style="list-style-type: none"> 80% or more of students are scoring level 3, 4, or 5 on FAST ELA Reading Progress Monitoring throughout the school year. 80% or more students do not require Tier 2 or Tier 3 interventions. 	
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? Teachers analyze student performance data from progress monitoring assessments, which is then shared and discussed with the Reading Coach and administrative team during scheduled data chat meetings. Additionally, Tier 1 instruction is regularly monitored through weekly classroom observations conducted by school administrators or the Reading Coach.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
SAVVAS MyPerspectives	2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: <ul style="list-style-type: none"> A decrease of one or more performance levels on statewide progress monitoring assessments (e.g., from Level 3 to Level 2 between PM1 and PM2); AND/OR Tier 2 interventions will be provided if students score below proficiency levels (60% or less) on their District Benchmark Assessments. 	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: 2025 FAST Progress Monitoring 3 Data: Level 2	

Number of times per week interventions are provided: 2-3

Number of minutes per intervention session: 15 - 30

Course(s) where interventions take place: Intensive Reading (1000412, 1000414, 1000416, 1000418)		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
CommonLit360 PRO		CommonLit360 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 2: Providing direct and explicit comprehension strategy instruction, Promising Evidence; Recommendation 3: Providing opportunities for extended discussion of text meaning and interpretation, Promising Evidence; Recommendation 4: Increase student motivation and engagement in literacy learning, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations will be built into the lessons that the teacher will provide during small group instruction using resources provided through the platform. Teachers will create lessons using the BEST Standards, while implementing instructional strategies from the FLDOE Literacy Instruction Practice Profile - such as explicit and systematic instruction. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, a professional learning session offered by the publisher, and bi-weekly meetings with the Reading coach.
Read180 Flex *Using lessons for teacher led small groups		Read 180 Flex does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists,

		<p>Promising Evidence. These recommendations were built into the program by the use of diagnostic testing to build individual learning paths. The program includes an adaptive assessment tool, administered three times per year, that identifies the correct literacy level and generates a personalized action plan. This plan drives instruction by placing students either in the Code (phonics instruction) or Comprehension, and provides them with an individualized action plan. Teachers also use this data to create groups / targeted lessons to provide small group instruction. The district will support and monitor implementation of this program by The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.</p>
<p>iXL (Grades 11-12) *Using lessons for teacher led small groups</p>		<p>iXL Language Arts does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it provides for students. The program generates personalized learning pathways for students' individual areas of need, offering practice for students in context as well as content for teachers to use in direct instruction. Additionally through the ongoing progress monitoring in the program, teachers can use this data to deliver targeted support and adjust instruction based on data trends, based on skill specific needs. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.</p>
<p>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.</p>		
<p>Students with Disabilities</p>		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
CommonLit360 PRO		<p>CommonLit360 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 2: Providing direct and explicit comprehension strategy instruction, Promising Evidence; Recommendation 3: Providing opportunities for extended discussion of text meaning and interpretation, Promising Evidence; Recommendation 4: Increase student motivation and engagement in literacy learning, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations will be built into the lessons that the teacher will provide during small group instruction using resources provided through the platform. Teachers will create lessons using the BEST Standards, while implementing instructional strategies from the FLDOE Literacy Instruction Practice Profile - such as explicit and systematic instruction. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, a professional learning session offered by the publisher, and bi-weekly meetings with the Reading coach.</p>
Read180 Flex *Using lessons for teacher led small groups		<p>Read 180 Flex does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program by the use of diagnostic testing to build individual learning paths. The program includes an adaptive assessment tool, administered three times per year, that identifies the correct literacy level and</p>

		generates a personalized action plan. This plan drives instruction by placing students either in the Code (phonics instruction) or Comprehension, and provides them with an individualized action plan. Teachers also use this data to create groups / targeted lessons to provide small group instruction. The district will support and monitor implementation of this program by The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.
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: Students can be prompted to receive tier 3 interventions if: <ul style="list-style-type: none"> • A decrease of one or more performance levels on statewide progress monitoring assessments (e.g., from Level 2 to Level 1 between PM1 and PM2); AND/OR • A lack of expected growth (60% or higher) on their District Benchmark Assessments compared to their peers will qualify for additional Tier 3 support. 		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: 2025 FAST Progress Monitoring 3 Data: Level 1		
Number of times per week interventions are provided: 2-3 Number of minutes per intervention session: 15-30 Course(s) where interventions take place: Intensive Reading (1000412, 1000414, 1000416, 1000418)		
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)
CommonLit360 PRO		CommonLit360 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 2: Providing direct and explicit

		<p>comprehension strategy instruction, Promising Evidence; Recommendation 3: Providing opportunities for extended discussion of text meaning and interpretation, Promising Evidence; Recommendation 4: Increase student motivation and engagement in literacy learning, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations will be built into the lessons that the teacher will provide during small group instruction using resources provided through the platform. Teachers will create lessons using the BEST Standards, while implementing instructional strategies from the FLDOE Literacy Instruction Practice Profile - such as explicit and systematic instruction. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, a professional learning session offered by the publisher, and bi-weekly meetings with the Reading coach.</p>
<p>Read180 Flex *Using lessons for teacher led small groups</p>		<p>Read 180 Flex does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program by the use of diagnostic testing to build individual learning paths. The program includes an adaptive assessment tool, administered three times per year, that identifies the correct literacy level and generates a personalized action plan. This plan drives instruction by placing students either in the Code (phonics instruction) or Comprehension, and provides them with an individualized action plan. Teachers also use this data to create groups / targeted lessons to provide small group instruction. The district will support and monitor implementation of this program by The district will support and monitor implementation of this program by conducting</p>

		data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.
iXL (Grades 11-12) *Using lessons for teacher led small groups		iXL Language Arts does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it provides for students. The program generates personalized learning pathways for students' individual areas of need, offering practice for students in context as well as content for teachers to use in direct instruction. Additionally, through the ongoing progress monitoring in the program, teachers can use this data to deliver targeted support and adjust instruction based on data trends, based on skill specific needs. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.
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)
CommonLit360 PRO		CommonLit360 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 2: Providing direct and explicit comprehension strategy instruction, Promising Evidence; Recommendation 3: Providing opportunities for extended discussion of text meaning and interpretation, Promising Evidence; Recommendation 4: Increase student motivation and engagement in literacy learning, Promising

		Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations will be built into the lessons that the teacher will provide during small group instruction using resources provided through the platform. Teachers will create lessons using the BEST Standards, while implementing instructional strategies from the FLDOE Literacy Instruction Practice Profile - such as explicit and systematic instruction. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, a professional learning session offered by the publisher, and bi-weekly meetings with the Reading coach.
Read180 Flex *Using lessons for teacher led small groups		Read 180 Flex does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program by the use of diagnostic testing to build individual learning paths. The program includes an adaptive assessment tool, administered three times per year, that identifies the correct literacy level and generates a personalized action plan. This plan drives instruction by placing students either in the Code (phonics instruction) or Comprehension, and provides them with an individualized action plan. Teachers also use this data to create groups / targeted lessons to provide small group instruction. The district will support and monitor implementation of this program by The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.
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?

Students receiving tier 3 interventions will take a monthly district created benchmark assessment to measure their mastery of the benchmarks. This data, along with their FAST score, Read180 assessment scores, and classroom data, will be analyzed to evaluate the effectiveness of Tier 3 interventions. Classroom visits are conducted regularly to observe Tier 3 instruction to determine if additional supports are needed. These observations inform professional learning that is offered, as well as supports that are needed.

Through team PLCs, leadership meetings, department data chats, and literacy leadership meetings, teams are able to identify and problem solve.

Data chats are conducted throughout the school year with teachers, the reading coach, school leadership, and district leadership to analyze data and formulate plans to support student learning.

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

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

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

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

Name of Professional Learning	Target Audience	Description
4 professional learning days in district	PreK-12th ELA teachers	Improve Tier 1 instruction using authentic text, using the Practice Profile with an emphasis on scaffolding and differentiation
In-house training with certified reading coaches	PreK-12th ELA teachers	Through informal observations and data trends, coaches determine professional learning and the need for modeling
District Summer Literacy Institute	K-12th ELA, Reading Intervention teachers and paras	Offered to all ELA teachers in the district during the first week of June
Read 180	6th-8th grade	Teacher training for the implementation of the new program

Kaleb Watkins, SRLD	1st-10th	Disaggregate data, develop a strategic plan to refine and enhance instructional practices
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Access Project training	K-12	To provide resources to facilitate the teaching and learning of access points
<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>PreK teachers and instructional support staff are encouraged to participate in micro-credential programs in phonological awareness, vocabulary development, and emergent literacy. These programs are aligned with Florida's B.E.S.T. Standards and grounded in the science of reading, offering teachers evidence-based strategies to support young learners. Literacy coaches, supported by Title I and II funds, deliver job-embedded professional development focused on implementing evidence-based reading practices. Our state representative, Lexi Langieri, provides teachers with individualized training on district PL day. She provides coaching aligned with their endorsement progress, student data, and classroom needs.</p>		
<p>Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.</p> <p>Teachers are provided with ongoing, differentiated support that is responsive to student data, classroom walkthrough trends, and individual teacher needs. Progress monitoring results, formative assessments, and observational data are analyzed collaboratively by school and district leadership teams to identify instructional strengths and areas for growth. This analysis is supported by our partnership with the State Regional Literacy Director (SRLD), who helps prioritize areas for targeted support.</p> <p>Differentiation of professional learning is achieved by tailoring the type, frequency, and intensity of support based on the data. Teachers demonstrating specific instructional gaps may receive more intensive, individualized coaching, while others may participate in small-group sessions focused on common needs. Instructional support is delivered through a variety of formats including job-embedded coaching cycles, co-planning sessions, modeling of effective instructional practices, and focused professional development workshops.</p> <p>Reading Coaches play a critical role in providing this differentiated support, using data to guide the content and structure of coaching interactions. New teachers receive enhanced support, including mentoring, onboarding sessions focused on core instructional strategies, and regular check-ins to ensure a strong foundation for success.</p> <p>By aligning support with real-time student and teacher data, we ensure professional learning is purposeful, relevant, and designed to build teacher capacity in ways that directly impact student achievement.</p>		
<p>Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.</p> <p>Mentor teachers are identified based on a combination of factors, including classroom observation data, student performance, and demonstrated strengths in specific instructional areas. Teachers who consistently implement high-impact strategies, show strong classroom management, and contribute to student growth are recommended by school and district leadership to serve as mentors.</p> <p>Model classrooms are established by strategically placing these mentor teachers in visible and accessible roles, where they can serve as demonstration sites for effective instructional practices. These classrooms are</p>		

open for peer observation, allowing other teachers to observe targeted strategies aligned with their professional goals or areas for growth.

Opportunities for classroom visits are arranged based on individual teacher needs, with support from instructional coaches or administrators. Following observations, debriefs are conducted to reflect on observed practices and plan for implementation. This system fosters a culture of collaboration, continuous learning, and shared expertise across the school.

Professional Learning Time

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

Time is intentionally scheduled each week to ensure that teachers have dedicated opportunities for professional learning and collaboration. This time is embedded into the school schedule in one of the following ways:

1. Four professional learning days:
Schools implement specific professional learning based on data results from FAST progress monitoring assessments and historical data within subgroups at each school.
2. Common Planning Periods:
Common planning allows teachers to meet regularly for data analysis, lesson planning, instructional strategies, and reflection.
3. Protected Meeting Time:
Administrative leadership ensures that a specific time each week is set aside exclusively for professional learning. This time is protected from other meetings or non-instructional duties.
4. Use of Professional Learning Communities (PLCs):
The elementary school organizes their professional learning around PLCs. These teams follow a structured process to focus on student learning outcomes, examine student work, and implement instructional improvements collaboratively.

In all cases, school leadership plays a key role in prioritizing and supporting this time, ensuring it is focused, purposeful, and aligned with school improvement goals and student learning needs.

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

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

Name of Tutoring Program	Target Audience	Description
Step Up for Students - New Worlds Scholarship	VPK-5th grade	New Worlds Scholarship Accounts help VPK and K–5 public school students strengthen skills in reading and math. Families can use the scholarship for tutoring, after-school or summer programs, instructional materials, and more. Awarded students receive an education savings account (ESA) to cover

		eligible educational expenses. Award amounts vary by school year.
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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., when a student at Lake Butler Elementary School is identified with a substantial reading deficiency, the district ensures timely written notification is sent to the parent or guardian. This notification outlines the nature of the deficiency, the specific interventions the student will receive, and strategies families can use at home to support reading development.

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).


To further support family engagement in literacy, the district partners with the New Worlds Reading Initiative in collaboration with the Union County Education Foundation. Through this partnership, the school hosts family literacy nights that provide hands-on activities, resources, and guidance to help families support reading at home. Families also receive information about how to enroll in the New Worlds Reading Initiative, which offers free books and reading tips tailored to each child's reading level.

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
SR	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.
SR	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
SR	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 <u>s. 1012.34, F.S.</u> 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.

SR	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
SR	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
SR	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.
SR	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
SR	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
SR	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): Stacey Rimes	
Signature: 	Date: June 19, 2025

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

9) Highly Effective Teachers

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

In accordance with s. 1012.34(2)(e), F.S., the district identifies highly effective teachers annually based on a comprehensive evaluation system that includes student growth, instructional practice, and additional performance indicators.

To support early literacy and ensure strong foundational instruction, the district prioritizes the assignment of highly effective teachers in kindergarten through grade 2 through the following practices:

- **Data-Driven Placement**
Each year, the HR and instructional leadership teams collaborate to identify priority K-2 classrooms. Teacher placement decisions are guided by evaluation data to ensure alignment with legislative intent and to maximize student impact during these critical early learning years.
- **Support for All Teachers**
While highly effective teachers are prioritized for key K-2 placements, the district also

strategically assigns mentors and instructional coaches to support teachers who have not yet earned a highly effective rating. This ensures that all students have access to high-quality instruction, and that teachers are provided with the tools they need to grow.

- **Mentorship and Professional Development**
Highly effective K-2 teachers often serve as peer mentors within grade-level teams and PLCs. They model effective instructional practices and provide job-embedded professional development.
- **Equity and Continuous Monitoring**
School leaders and instructional teams regularly review student outcome data and staff assignments to ensure equity across classrooms. Adjustments are made as needed throughout the year to strengthen Tier 1 instruction and ensure every K-2 student receives high-quality, evidence-based instruction.