

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 K-12 ELA Academic Program Specialist -Elementary	Deirdre "Dee" Schmidt	schmida@bay.k12.fl.us	8507674337
Third Grade Promotion/SRC	Deirdre "Dee" Schmidt	schmida@bay.k12.fl.us	8507674337
Reading Endorsement	Deirdre "Dee" Schmidt	schmida@bay.k12.fl.us	8507674337
K-12 ELA Academic Program Specialist -Secondary	Jennifer Miller	millejr@bay.k12.fl.us	8507674284
New Worlds Reading	Deirdre "Dee" Schmidt Jennifer Miller	schmida@bay.k12.fl.us millejr@bay.k12.fl.us	8507674337 8507674284
MTSS- Multi-Tiered System of Supports	Christina Bordelon	bordecl@bay.k12.fl.us	8507674327
Assessment	Camilla Hudson	hudsolc@bay.k12.fl.us	8507674352
Data Element	Tim Breckenridge	brecktebay.k12.fl.us	8507674238

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
Elementary Expenses		
Literacy coaches	566442	5
Intervention teachers/ELA Res. Teacher-Instr. Specialist		1
Scientifically researched and evidence-based supplemental instructional materials	40000	
Third grade summer reading camps	150000	
Summer reading camps		
Secondary Expenses		
Literacy coaches/ELA STS	188814	1
Intervention teachers/Instr. Specialist		1
Scientifically researched and evidence-based supplemental instructional materials	20000	
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, additional professional learning opportunities to increase instructional effectiveness in Literacy, including materials, travel, and incentives	50294	
Tutoring programs to accelerate literacy learning	8000	
Family engagement activities	2000	
Other – Please Describe. Add additional rows as needed.		
Team Expenses- supplies, PD, Mileage, travel, materials, Coach Endorsement incentives, technology	20200	
Textbooks, programs and materials	200000	
Estimated Sum of Expenditures	1245750	

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	12%	8%	88%	92%

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

Bay District Schools will improve literacy outcomes for VPK students through the implementation of data-driven instruction, high-quality instructional materials, and targeted interventions designed to increase the number of students demonstrating kindergarten readiness. Based on analysis of 2025 student performance data, 88% of VPK students met the spring readiness benchmark; however, only 66% of those students remained at benchmark upon entering kindergarten, indicating a need to strengthen literacy instruction and reduce summer learning loss. Additionally, Bay District Schools VPK students outperformed students from non-district VPK programs on kindergarten readiness assessments, demonstrating the effectiveness of the district's early literacy program while highlighting opportunities for continued growth.

For the 2026-2027 school year, Bay District Schools has established a goal of increasing the percentage of VPK students scoring at or above benchmark on the Florida Assessment of Student Thinking (FAST) while reducing the percentage of students performing in the Urgent Intervention range. Teachers will utilize monthly STAR Early Literacy progress monitoring, ongoing formative assessments, and developmental observations to identify students in need of additional support and provide timely, targeted interventions.

The district's adoption of Brightwheel: The Experience Curriculum will strengthen literacy instruction by providing research-based, standards-aligned lessons that emphasize oral language development, phonological awareness, vocabulary, alphabet knowledge, comprehension, and emergent writing. Assessment data collected through the Brightwheel platform and STAR Early Literacy will be used to differentiate instruction and monitor student growth throughout the year.

In addition, students enrolled in the Level 1 Blended Model and Level 2 ESE Pre-K classrooms will participate in STAR Early Literacy progress monitoring to establish baseline data, monitor literacy growth, and better prepare students for the FAST assessments they will encounter upon entering kindergarten.

Students identified as demonstrating substantial deficiencies in early literacy skills will receive evidence-based interventions through small-group and individualized instruction using Brightwheel instructional resources, Florida Center for Reading Research (FCRR) materials, Reading Eggs, and other district-approved literacy supports. Progress will be reviewed regularly through Professional Learning Communities and instructional coaching to ensure interventions are effective and adjusted as needed. Collectively, these strategies are designed to increase kindergarten readiness, reduce the number of students requiring urgent intervention, and ensure all students enter kindergarten with the foundational literacy skills necessary for future academic success.

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

FAST				
Grade	Previous School Year – % of Students Scoring	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	15%	10%	61%	71%
1	20%	10%	64%	74%
2	22%	10%	55%	65%
3	19%	10%	58%	68%
4	19%	10%	58%	58%
5	13%	10%	63%	73%
6	16%	10%	62%	72%
7	15%	10%	64%	74%
8	18%	10%	60%	70%
9	18%	10%	60%	70%
10	16%	10%	63%	73%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	All K-2 FAST-STAR Early Literacy/Reading - 3x per year Screener, Progress Monitoring, Summative Assesses foundations, reading, Vocabulary All 3-5 FAST-ELA Reading - 3x per year Screener, Progress Monitoring, Summative Assesses comprehension and Vocabulary All K-5 iReady Diagnostic - 3x per year Assesses phonological awareness, foundations, and comprehension in K-2, Phonics, Fluency, Vocabulary, and Comprehension in K-5 All K-5 as needed for MTSS DIBELS Next - Progress Monitoring and/or Diagnostic Weekly, Monthly Assesses Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension	All K-2 FAST-STAR Early Literacy/Reading - 3x per year Screener, Progress Monitoring, Summative Assesses foundations, reading, Vocabulary All 3-5 FAST-ELA Reading - 3x per year Screener, Progress Monitoring, Summative Assesses comprehension and Vocabulary All K-5 iReady Diagnostic - 3x per year Assesses phonological awareness, foundations, and comprehension in K-2, Phonics, Fluency, Vocabulary, and Comprehension in K-5 All K-5 as needed for MTSS DIBELS Next - Progress Monitoring and/or Diagnostic Weekly, Monthly Assesses Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension
Actions for continuous support and improvement	The Directors of Instruction and ELA Academic Program Specialists will provide plan oversight, support and follow-up while also including support from literacy coaches, ELA staff training specialists, and the MTSS Instructional Specialists. In addition, District level teams will conduct "EXCEL" walkthroughs to determine needs for support for each school.	Support is determined by need through collaboration between school based leadership, LLTs, and the ELA team. PLC processes are implemented at all schools and overseen by a member of the administrative team. PLCs collect and utilize data to determine and plan for needs of students in core, intervention, and enrichment. School level administrators conduct walkthroughs and include literacy coaches, Instructional and Academic Program Specialists, and district personnel as appropriate.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	All 6th-8th FAST-ELA Reading - 3x per year Screener, Progress Monitoring, Summative Assesses comprehension and Vocabulary All 6-8 as needed for MTSS DIBELS Next - Progress Monitoring and/or Diagnostic -Weekly, Monthly Assesses phonological awareness, phonics, fluency, vocabulary, comprehension 6th-8th Students enrolled in Intensive Reading course Edmentum Exact Path Screen, Progress Monitor Monitored Continuously Assesses phonics, vocabulary, Comprehension 6th - 8th McGraw Hill StudySync Grade Readiness Screener - annually based on student need Diagnostic Assesses phonics, fluency, vocabulary, comprehension	All 6th-8th FAST-ELA Reading - 3x per year Screener, Progress Monitoring, Summative Assesses comprehension and Vocabulary All 6-8 as needed for MTSS DIBELS Next - Progress Monitoring and/or Diagnostic -Weekly, Monthly Assesses phonological awareness, phonics, fluency, vocabulary, comprehension 6th-8th Students enrolled in Intensive Reading course Edmentum Exact Path Screen, Progress Monitor Monitored Continuously Assesses phonics, vocabulary, Comprehension 6th - 8th McGraw Hill StudySync Grade Readiness Screener - annually based on student need Diagnostic Assesses phonics, fluency, vocabulary, comprehension
Actions for continuous support and improvement	The Directors of Instruction and ELA Academic Program Specialists will provide plan oversight, support and follow-up while also including support from literacy coaches, ELA staff training specialists, and the MTSS Instructional Specialists. In addition, District level teams will conduct "EXCEL" walkthroughs to determine needs for support for each school.	Support is determined by need through collaboration between school based leadership, LLTs, and the ELA team. PLC processes are implemented at all schools and overseen by a member of the administrative team. PLCs collect and utilize data to determine and plan for needs of students in core, intervention, and enrichment. School level administrators conduct walkthroughs and include literacy coaches, Instructional and Academic Program Specialists, and district personnel as appropriate.
Grades 9-12	District Level	School Level

Data that will be collected and frequency of review	All 9th - 10th grade FAST-ELA Reading - 3x per year Screener, Progress Monitoring, Summative Assesses comprehension and Vocabulary 11th-12th students as needed Concordance testing, monitored post administration 9th-12th Based on student need and/or MTSS status Screen, Progress Monitor Edmentum Exact Path Diagnostic Monitored Continuously Assesses phonics, vocabulary, Comprehension	All 9th - 10th grade FAST-ELA Reading - 3x per year Screener, Progress Monitoring, Summative Assesses comprehension and Vocabulary 11th-12th students as needed Concordance testing, monitored post administration 9th-12th Based on student need and/or MTSS status Screen, Progress Monitor Edmentum Exact Path Diagnostic Monitored Continuously Assesses phonics, vocabulary, Comprehension
Actions for continuous support and improvement	The Directors of Instruction and ELA Academic Program Specialists will provide plan oversight, support and follow-up while also including support from literacy coaches, ELA staff training specialists, and the MTSS Instructional Specialists. In addition, District level teams will conduct "EXCEL" walkthroughs to determine needs for support for each school.	Support is determined by need through collaboration between school based leadership, LLTs, and the ELA team. PLC processes are implemented at all schools and overseen by a member of the administrative team. PLCs collect and utilize data to determine and plan for needs of students in core, intervention, and enrichment. School level administrators conduct walkthroughs and include literacy coaches, Instructional and Academic Program Specialists, and district personnel as appropriate.

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.

In addition to continuing an emphasis on LLTs, the district has continued to look toward building the capacity of both our school and district level administrators. Monthly meetings for each of these stakeholder groups will continue to build knowledge of effective benchmark aligned instructional literacy practices, as well as effective feedback and coaching to improve teacher efficacy. The MTSS Policy Manual has been further updated with clear procedures to identify and support our students who need additional targeted instruction to meet their learning needs, as well as updated language that defines a student with a substantial deficiency in reading, and procedures to put in place once a student has been identified with that status. In addition, our Professional Learning will continue to incorporate prioritization for building capacity and developing highly effective teachers from K-2 to reflect statute language.

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

Schools with an assigned literacy coach receive ongoing guidance for adjustment and support from the literacy coach, guided by the ELA Academic Program Specialists. Schools without an assigned Literacy Coach receive support from an ELA Academic Program Specialist in collaboration with the school's academic interventionist, new teacher mentor, or other personnel as appropriate. Administrators conduct frequent content walkthrough classroom visits to provide direct feedback to teachers and are then encouraged to communicate needs for support based on data collected. District level teams will also conduct "EXCEL" walkthroughs, 2 -3 times a year, to help determine trends and needs across campuses. This data will also be used to plan support.

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.

PLC and MTSS data chat processes are implemented at all schools and overseen by the principal or principal designee. PLCs collect and utilize data to determine and plan for supporting the needs of students in core, intervention, and enrichment. Data chats are conducted at each school in accordance with guidance provided by district directors and content area and MTSS Instructional Specialists. Data is collected using state assessment portal reporting, school software systems, and teacher data collection and meeting minutes.

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.

NA

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

The requirements of the Just Read, Florida! Literacy coaching model are communicated to principals through virtual and in person meetings and calls, individual meetings, professional development sessions, emails, and through information shared by the State Regional Literacy Director for RAISE schools as determined by need and situation.

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

The District ELA Academic Program Specialists provide professional development to coaches related to evidence based and research based practices, pedagogy, andragogy, and the coaching model. The literacy coaches also receive monthly training on effective coaching practices with a professional consultant. In addition, the ELA Academic Program Specialists collaborate with the State Regional Literacy Director to provide support to literacy coaches and staff training specialists based on need and situation. In order to more effectively implement the Just Read, Florida, literacy coach model, literacy coaches and staff training specialists that do not possess the Florida Literacy Coach Endorsement will be prioritized for Literacy Coach Endorsement training in the initial year of joining the district ELA PLC.

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 ELA Academic Program Specialists, with the support of the Elementary and Secondary Directors of Instruction, prioritize collaboration and PLC work for the District ELA/Literacy PLC made up of Literacy Coaches and ELA Staff Training Specialists. At regular PLC meetings, the team analyzes district, school, and class level data in order to create action plans for coaching specific to each coach's assignment. The work of the ELA PLC focuses on building the capacity of literacy coaches to impact the capacity of teachers and increase student achievement.

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

The district ELA Academic Program Specialists, in conjunction with the Elementary and Secondary Directors of Instruction monitor the implementation of the coaching model. During weekly check-ins coaches discuss progress and challenges. Notes on the progress of coaching teachers and teams at schools are kept by coaches and reviewed by ELA Academic Program Specialists. The combination of literacy coach calendars and coaching notes indicate implementation of the coaching model along with impact data being collected and reviewed as available.

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

Effectiveness of literacy coaches is measured both quantitatively and qualitatively. The ELA Academic Program Specialists analyze school specific, grade level, and teacher level data at schools where the coaches are assigned. Working closely with the coaches affords the opportunity to observe them as they perform their coaching duties, and thus monitor effectiveness. In addition, qualitative feedback from the principals of the schools supported helps to determine if a coach is being successful or is in need of support.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The district guarantees that all classroom instruction is accessible to the full range of learners, including students with a disability and who are English language learners, using Universal Design for Learning principles for effective instructional planning and teaching through the implementation of science of reading and evidenced-based K-12 English Language Arts curriculum materials. The district will utilize our adopted ELA core curriculum materials in Kindergarten – 5th grade, Benchmark Advance, MH StudySync in Grades 6-8, Savvas My Perspectives in Grades 9-10, and CommonLit 360 in 11-12th. In addition, the district will have a continued emphasis on foundational skills for students at the K-2 level, for students with disabilities, and for students who are English Language learners through the supplemental use of the UFLI Foundations program. UFLI Foundations incorporates strategies to develop awareness of the segments of sounds in speech and how they link to letters, as well as how to teach students to decode words, analyze word parts, and write and recognize words. Each of these strategies has strong, Tier 1 ESSA evidence based on WWC IES Guides. IES Practice Guide Recommendations: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (ESSA Tier 1), and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (ESSA Tier 1). Teachers plan and discuss appropriate implementation of the curriculum, to include components of Tier 1 instruction, during Professional Learning Communities. Components of Tier 1, core instruction, include explicit, systematic, and scaffolded instruction with differentiation and corrective feedback. It is content-rich and includes integrated writing in response to reading. Student performance data is monitored by school level leaders to ensure fidelity of the implementation of the curriculum and supplemental resources.

If students struggle with core instruction based on data analysis, a multi-tiered system of supports is employed. Both Benchmark Advance, MH StudySync, and Savvas My Perspectives core curriculum materials explicitly provide supplemental instruction and intervention for students who are not meeting Tier 1 expectations. In grades K-5, UFLI and iReady tools (lessons and instruction) are used for supplemental, Tier 2, and intensive Tier 3 instruction as determined appropriate and necessary. In addition, an added layer of personalized instruction will be used by those students in need of Tier 3 instruction. At the 6th-8th grade levels, Edmentum Exact Path materials will be used. Focused, small group strategies, such as explicit vocabulary instruction, direct and explicit comprehension strategy instruction, and extended discussion of text meaning and interpretation, each having strong or moderate evidence based on IES guides, are integrated with core curriculums and high-quality materials at all levels in grades K-12 for intensive, individualized, instruction and intervention.

At all levels, student progress is monitored and instructional adjustments made accordingly. With guidance, assistance, and monitoring from district-level personnel, school-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier 1, Tier 2, or Tier 3 levels of support for students. Students who are not successful in Tier 1 are identified for Tier 2 interventions. If students continue to struggle in Tier 2, they receive intensive interventions in Tier 3. Interventions are chosen based on the MTSS team's recommendations and the students' needs. Intensive interventions are provided by a teacher, who is certified or endorsed in reading, include a variety of evidence-based materials and instructional practices, and are delivered with smaller teacher:student ratios. If a student is not successful at any Tier, the MTSS team discusses alternatives and makes adjustments accordingly.

Multiple opportunities for success with ELA BEST Benchmarks are provided to students who are identified to have a disability, or have a plan as English language learners. High quality curriculum materials identify strategies for supporting the learning and achievement of learners with individual learning plans. Instruction and assessment includes accommodations and sustained supports identified both in individual plans and high-quality curriculum materials.

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.

Bay District Schools'; PreK programs, including Voluntary Prekindergarten (VPK) and Exceptional Student Education (ESE) Pre-K, are designed to provide all learners with equitable, high-quality early childhood education through a comprehensive approach to assessment, standards-based instruction, and individualized support. Our program utilizes ongoing formal and informal assessments to monitor student progress, inform instructional decisions, and ensure all children receive the support necessary to achieve positive learning outcomes.

The BDS Pre-K assessment plan is designed to identify individual learning needs, monitor developmental progress, guide instruction, and evaluate overall program effectiveness. VPK students participate in the statewide progress monitoring assessment, STAR Early Literacy, which is administered monthly to identify strengths and areas of need in early literacy development. Teachers also utilize ongoing formative assessments, developmental observations, and checklists aligned to the Florida Early Learning and Developmental Standards (FELDS) to monitor student growth across all developmental domains.

ESE Pre-K students are assessed using developmentally appropriate, skills-based measures aligned to the FELDS. Progress is monitored through the Technical Assistance and Training System (TATS) skills checklists, Child Outcome Summary (COS) ratings, and progress toward Individualized Education Program (IEP) goals. Beginning this school year, students in the Level 1 Blended Model and Level 2 ESE Pre-K classrooms will also participate in the STAR Early Literacy assessment. While these students are not required to participate in statewide VPK progress monitoring, administering STAR will provide valuable baseline and progress-monitoring data to help teachers target instruction and better prepare students for kindergarten, where they will be expected to participate in STAR assessments. This additional data source will allow educators to monitor early literacy growth over time and support a smoother transition into kindergarten expectations.

All BDS Pre-K students receive standards-based instruction aligned to the Florida Early Learning and Developmental Standards through whole-group instruction, small-group learning, individualized interventions, and play-based experiences. Instruction is continuously adjusted based on assessment data to provide enrichment, intervention, and individualized support as needed

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

Bay District Schools has adopted Brightwheel: The Experience Curriculum for implementation across all district VPK classrooms. The Experience Curriculum is a comprehensive, research-based early childhood curriculum that provides developmentally appropriate instruction aligned to the Florida Early Learning and Developmental Standards. The curriculum integrates literacy, mathematics, science, social studies, social-emotional learning, creative arts, and physical development into meaningful, hands-on learning experiences that promote school readiness.

The Brightwheel digital platform enhances instruction by allowing teachers to seamlessly plan lessons, document student learning, monitor developmental progress, communicate with families, and individualize instruction based on assessment data. The curriculum emphasizes play-based, inquiry-driven learning while providing teachers with structured daily lessons, differentiated instructional strategies, and embedded assessment opportunities to support the needs of diverse learners, including students with disabilities.

Additionally, Bay District Schools has the opportunity to participate in a research partnership with Johns Hopkins University through the implementation of Brightwheel: The Experience Curriculum. This study will

track and measure student growth and outcomes over time, providing valuable data on the effectiveness of the curriculum and instructional practices. Participation in this research will allow the district to use evidence-based findings to continually refine instructional practices and improve outcomes for all VPK students.

While Brightwheel: The Experience Curriculum will serve as the core instructional curriculum for the district's VPK classrooms, ESE Pre-K classrooms will continue utilizing the Frog Street Curriculum to meet the unique developmental and instructional needs of students with disabilities. Frog Street provides a developmentally appropriate framework that aligns with the Florida Early Learning and Developmental Standards while allowing teachers the flexibility to individualize instruction based on each student's IEP goals and developmental levels. ESE teachers will also supplement instruction with district-approved, research-based instructional materials and interventions, including resources from the Florida Center for Reading Research (FCRR), Reading Eggs, teacher-created supports, and other evidence-based materials. This blended instructional approach ensures that students receive individualized, data-driven instruction designed to maximize academic, communication, social-emotional, and functional skill development.

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.](#)

Following the administration of the initial STAR Early Literacy assessment, teachers review student results to identify children demonstrating a substantial deficiency in early literacy skills. Students identified as needing additional support receive targeted, evidence-based interventions through both individualized and small-group instruction that focus on phonological awareness, alphabet knowledge, vocabulary development, oral language, and early reading skills.

Teachers utilize intervention resources embedded within Brightwheel: The Experience Curriculum, along with supplemental instructional materials from the Florida Center for Reading Research (FCRR), Reading Eggs, and other research-based literacy resources to provide additional practice and differentiated instruction. Student progress is monitored weekly through targeted formative assessments and ongoing observation to evaluate the effectiveness of interventions and make instructional adjustments as needed.

Students who do not demonstrate adequate progress despite intensive interventions are referred through the district's problem-solving process for additional evaluation and consideration of appropriate supports and services. This data-driven approach ensures that every child receives timely interventions designed to build foundational literacy skills and promote kindergarten readiness.

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
iReady Diagnostic	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
DIBELS - targeted for students who show a reading deficiency.	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
DAR-Diagnostic Assessment of Reading targeted for students who show a reading deficiency	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
District Common Assessments, PLC Common Assessments, CBAs	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

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

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

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

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, 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 or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration 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 test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the 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.

In grades K-3, student performance is monitored three times per year during the state PM1, PM2, and PM3 windows using the FAST-STAR K-2 Progress Monitoring or the FAST-ELA 3-10 Progress Monitoring. Data is compared and analyzed to ensure that student academic performance and proficiency rates continue to improve. This state progress monitoring is coupled with interim classroom and school level monitoring which includes iReady diagnostics for all in grades K-5 and adopted ELA curriculum publisher assessments in grades K-12 (Benchmark Advance).

A triangulation of data is used with the assessment/curriculum decision trees in collaboration with the district MTSS plan and processes to identify students with a substantial deficiency in reading in Grades K-3 based on the K-2 and 3-5 Comprehensive Evidence-Based Reading Plan (CERP) decision trees. If students struggle with core instruction based on data analysis, a multi-tiered system of support is employed.

At all levels, K-12, student progress is monitored in PLC meetings and MTSS data chats.

With guidance, assistance, and monitoring from district-level directors, ELA, and MTSS personnel, school-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier 1, Tier 2, or Tier 3 levels of support for students.

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, student performance is monitored three times per year during the state PM1, PM2, and PM3 windows using FAST-ELA 3-10 Progress Monitoring. Data is compared and analyzed to ensure that student academic performance and proficiency rates continue to improve. This state progress monitoring is coupled with interim classroom and school level monitoring which includes iReady diagnostics for all in grades K-5 and adopted ELA curriculum publisher assessments in grades K-12. (K-5 Benchmark Advance) A triangulation of data is used with the assessment/curriculum decision trees in collaboration with the district MTSS plan and processes to identify students with a substantial deficiency in reading in Grades 4-5 based on the 3-5 CERP decision trees. If students struggle with core instruction based on data analysis, a multi-tiered system of supports is employed.

At all levels, K-12, student progress is monitored in PLC meetings and MTSS data chats.

With guidance, assistance, and monitoring from district-level directors, ELA, and MTSS personnel, school-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier 1, Tier 2, or Tier 3 levels of support for students.

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. 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.

School teams meet monthly for data chats. PLCs also monitor student data. Once a student is suspected of having characteristics of Dyslexia, a plan is immediately put in place through the MTSS program at each school to provide interventions that are explicit, systematic, and multisensory, using evidence based materials and instruction. An individualized Progress Monitoring Plan is developed, and progress is monitored using DIBELS assessments. When a student is moved to Tier 3, they are given a DAR- Diagnostic Assessment of Reading, to further pinpoint their deficits to target for intensive instruction.

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

Once a student is suspected of having characteristics of Dyslexia, iReady and DIBELS probes are used to determine student needs as well as to monitor progress. A DAR, a Diagnostic Assessment of Reading, may also be employed.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

PLCs meet weekly to plan and prepare initial and ongoing instruction following guidance provided by the district ELA team based on the curriculum. They meet regularly to discuss and monitor student and classroom data. PLC members reflect on implementation, instruction, and student outcomes including common assessments and make adjustments as needed.

Data analysis occurs at the district level as well. School and classroom walkthroughs ("EXCEL" visits) are conducted to monitor ELA instruction district wide, giving the ability to identify trends, and plan support to increase the effectiveness of Tier 1 instruction across schools. If necessary or requested based on school level data, the district directors, ELA Academic Program Specialists, or literacy coaches support PLCs/teachers to improve effectiveness of Tier 1 instruction.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 effectiveness is monitored at the school level through progress monitoring assessment and data as determined by student individual need and intervention. Student progress is discussed as part of the PLC process and additional data analysis occurs for monthly data chat meetings. District Level MTSS team members attend data chat meetings frequently and adjustments are made as needed.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 effectiveness is monitored at the school level through state progress monitoring and Tier 3 weekly progress monitoring assessment data as determined by student individual need and intervention. Student progress is discussed as part of the PLC process and additional data analysis occurs for monthly data chat meetings. In addition, district MTSS Instructional Specialists attend school data chats, supporting the intervention process and ensuring fidelity and effectiveness along the way. Adjustments are made as needed.

Students who receive Tier 3 intensive interventions are considered to have a substantial reading deficiency and must be monitored closely and regularly for academic progress through both core instruction and weekly progress monitoring.

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments are required to identify specific needs (areas of strength and weakness). Further, schools with ELA team members and school-based interventionists meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the CERP decision tree and MTSS Policy manual which indicate research-based and evidence-based materials and instructional practices available for intensive interventions (Tier 3).

If student data does not show progress at a Tier, or with a specific intervention, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction) and the parent is notified through a FOCUS student management system email communication and regular communication from the school level.

Parental notification includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students identified with a substantial reading deficiency.

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:

Overall performance on the FAST - ELA in Grades 3-5 is equivalent to Level 3 and above and/or iReady is at or above 40th percentile.

For K-2 performance is Level 3 or above for the FAST equivalent score, and/or iReady is at or above the 40th percentile.

K-5, must have scored a Level 2 or above on the previous year PM3 of FAST.

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

Common assessment data, including District Common Assessments, FAST - STAR in Grades K-2, FAST ELA in grades 3-5, and item analysis of PLC common assessment data, guided by district ELA framework expectations, is used to determine that Tier 1 is sufficient for at least 80% of students.

Performance Criteria that indicates Tier 1 is sufficient:

- Common Assessment data- number of students scoring 70% or above - FAST/STAR K-2- percentiles are steadily increasing and are at or above the 40th percentile - FAST grades 3-5-students score level 3 or above, and/or struggling students are gaining achievement levels ("jumping buckets")		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
Benchmark Advance - core adopted instructional materials for K-5 English Language Arts. The series was reviewed and approved by the FLDOE at time of adoption and purchase. It is designed based on the science of reading and evidenced-based instructional practices.		2026-2027
UFLI Foundations - used in K-2 as the core Foundational Skills Program		2024-2025
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: -K-2 FAST - STAR progress monitoring with an overall reading score at the Intervention level/category between the 11th and 24th percentile, or a Level 1 or 2 FAST Equivalent score. -3-5 FAST progress monitoring with an overall reading score between the 21st and 39th percentile, and/or a score of Level 2 or below on the FAST assessment. -Lack of expected growth in any curriculum, progress monitoring, screening, or diagnostic data that will be consistently monitored through PLC and data chats. - For example, 50% of typical growth is not achieved on the Winter Diagnostic for iReady - Embedded progress monitoring gap increasing between expected and current levels of performance based on program, and time of year etc. - Lack of growth as shown by percentile scores and Achievement Levels on the FAST/ FAST-STAR (i.e. scores are not increasing toward at or above the 40th percentile, FAST grades 3-5-students are not moving to a score level 3 or above, and/or struggling students are not gaining achievement levels ("jumping buckets") with a score of Level 2 or above.)		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: K-2 FAST - STAR initial progress monitoring with an overall reading score at the Intervention level/category between the 11th and 24th percentile, or a Level 1 or 2 FAST Equivalent score. 3-5 FAST initial progress monitoring with an overall reading score between the 21st and 39th percentile. For all grade levels, iReady scores between the 16th and 40th percentile are also used to triangulate data. K-5-scored a Level 1 or 2 on the previous year PM3 of FAST.		
Number of times per week interventions are provided: 3-5 days per week as determined by the intervention Number of minutes per intervention session: 15-20 minutes per day as determined by the intervention		
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 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: , Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (ESSA Tier 1), and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (ESSA Tier 1); AND Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1) and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. (ESSA Tier 1). These recommendations were built into the program by its explicit, systematic, and multisensory nature, including strategies deemed highly effective in teaching students to decode and encode words from simple CVC up through multisyllabic words, both in isolation and through application to connected text. It has frequent opportunities for practice and corrective feedback. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is provided through full implementation training several times a year, as well as through PLC work and individual coaching.
iReady Teacher Toolbox / Tools for Instruction		iReady Teacher Toolbox does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build

		students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1), Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, (ESSA Tier 1) and Recommendation 3 (Parts A-D): Routinely use a set of comprehension-building practices to help students make sense of the text (ESSA Tier 1). It is also supported by the following IES Practice Guide Recommendations: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (ESSA Tier 1), and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (ESSA Tier 1). These recommendations were built into the program by providing hands-on, multisensory opportunities for learning as well as evidence based strategies for scaffolding struggling learners. The program also includes all components of reading to target individual needs. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is provided through coaching and work directly through, and with, Curriculum Associates.
iReady Personalized Path-Teacher Led Lessons	ESSA Evidence Level 2-Moderate	
Phonics for Reading (Curriculum Associates)		Phonics for Reading (Curriculum Associates) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the

		segments of sounds in speech and how they link to letters (ESSA Tier 1), and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (ESSA Tier 1); AND Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1) and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. (ESSA Tier 1). These recommendations were built into Phonics for Reading with explicit instruction in phonemic awareness, phonics, fluency, and eventually comprehension. The lessons in the program feature consistent teaching routines, repeated practice, and immediate corrective feedback. Students are given a Placement Test to ensure that students are placed in the best level for optimal progress. Phonics for Reading, First Level teaches students how to read one and two syllable words by using knowledge of letter-sound correspondences. Phonics for Reading, Second Level, teaches students how to read one syllable and multisyllabic words by using knowledge of letter-sound correspondences as well as structural units such as root words and word endings. Phonics for Reading, Third Level, teaches students how to read one syllable and multisyllabic words using knowledge of letter-sound relationships as well as structural units such as prefixes and suffixes. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction, as well as provide professional learning, as needed and appropriate.
Benchmark Advance Tier 2 embedded supports -		Benchmark Advance Tier 2 Embedded Supports- does not meet strong, moderate, or

		promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1), Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, (ESSA Tier 1) and Recommendation 3 (Parts A-D): Routinely use a set of comprehension-building practices to help students make sense of the text (ESSA Tier 1). It is also supported by the following IES Practice Guide Recommendations: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (ESSA Tier 1), and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (ESSA Tier 1). These recommendations were built into the program by providing hands-on, multisensory opportunities for learning as well as evidence based strategies for scaffolding struggling learners. The program also includes all components of reading to target individual needs. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is provided through coaching, virtual meetings, and job-embedded support. There are also additional training sessions during this implementation year.
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		

Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Students identified with a disability will receive intervention using the Tier 2 instruction materials and strategies supported with IEP accommodations. Interventions are provided in a small group setting with ratios determined by their educational needs and disability. Additional strategies for support will be utilized as indicated on each student's IEP. Special populations, such as DHH and the Blind, will receive instruction using strategies and accommodations that will support their diverse needs, (i.e. ASL and Braille etc.)		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit – Connect to Literacy (Grades K-12)		Summit - Connect to Literacy does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: Teaching Academic Content and Literacy English Learners in Elementary and Middle School. Recommendation 1 (Tier 1 – Strong): Teach academic vocabulary words intensively across several days using a variety of instructional activities; Recommendation 2 (Tier 1 – Strong): Integrate written and oral English language instruction into content area teaching; Recommendation 3 (Tier 4- Has Rationale): Provide regular, structured opportunities to develop written language skills; Recommendation 4 (Tier 2- Moderate): Provide regular small group instructional intervention for students struggling in areas of literacy and English language development. These recommendations are embedded in the Summit-Connect to Literacy program by WIDA-aligned personalized instructional paths based on the four domains of English acquisition: speaking, listening, reading, and writing and with systematic exposure and reinforcement of academic vocabulary. Summit Connect to Literacy provides additional adaptable targeted skills practice lessons which can be utilized for small group, whole group, or individual tutoring. The district will support and monitor implementation of this program through sustained professional learning opportunities for teachers, observational walkthroughs,

		monthly monitoring of school-wide and student-specific data by the District ESOL Specialist and ESOL Resource Teachers, weekly check-ins with classroom teachers, and quarterly check-ins with school-based administrators.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Multisensory interventions strategies are explicitly included in Benchmark Advance intervention strategies, UFLI, and iReady Teacher ToolBox face to face lessons. Each of these programs contain opportunities for hands-on practice using manipulatives, as well as contain multimodal activities (auditory, visual, and kinesthetic.) Frequent opportunities for practice built into each of these programs also allows teachers to use more than one modality for instruction.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Progress monitoring data aligned to Tier 2 interventions is analyzed monthly to determine progress toward goals. Data collected from these sources below, as well as ELA common assessment data using district ELA framework expectation will be used as part of the triangulation to prompt the addition of Tier3 interventions during the school year for students that are not making adequate progress on MTSS goals and grade level expectations. -FAST PM score of Level 1 or Level 2 -iReady progress monitoring with an overall reading score between the 1st and 15th percentile -Students scoring 2 or more grade levels behind in iReady -Lack of expected growth in any curriculum, progress monitoring, screening, or diagnostic data that will be consistently monitored through PLC and data chats. ● For example, 25% of typical growth is not achieved on the Winter Diagnostic for iReady ● Embedded progress monitoring gap increasing between expected and current levels of performance based on program, and time of year etc. ● Lack of growth as shown by percentile scores and Achievement Levels on the FAST/STAR, student is scoring a Low Level 2 or below Any student who meets the definition of having a substantial deficiency in reading as outlined in statute language will receive intensive reading intervention.		
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: Data collected from these sources below as well as ELA common assessment data using district ELA framework expectation will be used as part of the triangulation to prompt the addition of Tier 3 interventions: -K-5, iReady, scores between the 1st and 15th percentile, scores 2 or more grade levels below on the iReady Diagnostic -K-2 FAST-STAR Level 1, student scores below the 10th percentile, or is unable to complete the practice items, or scored a Level 1 on the previous year PM3 of FAST. -3-5 FAST Level 1 (and/or Level 2 with triangulation) -Grade 3- student scores below the 20th percentile on the FAST PM assessment -Student was retained the previous year.		

Number of times per week interventions are provided: 4-5 days per week determined by the intervention Number of minutes per intervention session: 15-30 minutes a day as determined by the intervention.		
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 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: , Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (ESSA Tier 1), and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (ESSA Tier 1); AND Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1) and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. (ESSA Tier 1). These recommendations were built into the program by its explicit, systematic, and multisensory nature, including strategies deemed highly effective in teaching students to decode and encode words from simple CVC up through multisyllabic words, both in isolation and through application to connected text. It has frequent opportunities for practice and corrective feedback. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is

		provided through full implementation training several times a year, as well as through PLC work and individual coaching.
iReady Teacher Toolbox / Tools for Instruction		iReady Teacher Toolbox does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1), Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, (ESSA Tier 1) and Recommendation 3 (Parts A-D): Routinely use a set of comprehension-building practices to help students make sense of the text (ESSA Tier 1). It is also supported by the following IES Practice Guide Recommendations: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (ESSA Tier 1), and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (ESSA Tier 1). These recommendations were built into the program by providing hands-on, multisensory opportunities for learning as well as evidence based strategies for scaffolding struggling learners. The program also includes all components of reading to target individual needs. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is provided through coaching and work directly through, and with, Curriculum Associates.

iReady Personalized Instruction	ESSA Evidence Level 2-Moderate	
Phonics for Reading (Curriculum Associates)		Phonics for Reading (Curriculum Associates) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (ESSA Tier 1), and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (ESSA Tier 1); AND Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1) and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. (ESSA Tier 1). These recommendations were built into Phonics for Reading with explicit instruction in phonemic awareness, phonics, fluency, and eventually comprehension. The lessons in the program feature consistent teaching routines, repeated practice, and immediate corrective feedback. Students are given a Placement Test to ensure that students are placed in the best level for optimal progress. Phonics for Reading, First Level teaches students how to read one and two syllable words by using knowledge of letter-sound correspondences. Phonics for Reading, Second Level, teaches students how to read one syllable and multisyllabic words by using knowledge of letter-sound correspondences as well as structural units such as root words and word endings. Phonics for Reading, Third Level, teaches students how to read one syllable and multisyllabic words using knowledge of letter-sound relationships as well as structural units such as prefixes and suffixes. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as

		coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction, as well as provide professional learning, as needed and appropriate. Professional Learning is also provided through coaching and work directly through, and with, Curriculum Associates.
Benchmark Advance Tier 3 embedded supports -		Benchmark Advance Tier 3 Embedded Supports- does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1), Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, (ESSA Tier 1) and Recommendation 3 (Parts A-D): Routinely use a set of comprehension-building practices to help students make sense of the text (ESSA Tier 1). It is also supported by the following IES Practice Guide Recommendations: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (ESSA Tier 1), and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (ESSA Tier 1). These recommendations were built into the program by providing hands-on, multisensory opportunities for learning as well as evidence based strategies for scaffolding struggling learners. The program also includes all components of reading to target individual needs. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor

		implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is provided through coaching, virtual meetings, and job-embedded support. There are also additional training sessions during this implementation year.
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 <u>used instead of or in addition to programs above</u>. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Students identified with a disability will receive intervention using the Tier 3 instruction materials and strategies supported with IEP accommodations including additional time and support for instruction, practice, and assessment. Interventions are provided in a small group setting with ratios determined by their educational needs and disability. Additional strategies for support will be utilized as indicated on each student's IEP. Special populations, such as DHH and the Blind, will receive instruction using strategies and accommodations that will support their diverse needs, (i.e. ASL and Braille etc.)		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit – Connect to Literacy (Grades K-12)		Summit - Connect to Literacy does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: Teaching Academic Content and Literacy English Learners in Elementary and Middle School. Recommendation 1 (Tier 1 – Strong): Teach academic vocabulary words intensively across several days using a variety of instructional activities; Recommendation 2 (Tier 1 – Strong): Integrate written and oral English language instruction into content area teaching; Recommendation 3 (Tier 4- Has Rationale): Provide regular, structured opportunities to develop written language skills; Recommendation 4 (Tier 2- Moderate): Provide regular small group instructional intervention for students struggling in areas of literacy and English language development. These recommendations are embedded in the Summit-Connect to Literacy program by WIDA-aligned personalized instructional paths based

		on the four domains of English acquisition: speaking, listening, reading, and writing and with systematic exposure and reinforcement of academic vocabulary. Summit Connect to Literacy provides additional adaptable targeted skills practice lessons which can be utilized for small group, whole group, or individual tutoring. The district will support and monitor implementation of this program through sustained professional learning opportunities for teachers, observational walkthroughs, monthly monitoring of school-wide and student-specific data by the District ESOL Specialist and ESOL Resource Teachers, weekly check-ins with classroom teachers, and quarterly check-ins with school-based administrators.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Research and best practices incorporate multisensory instructional strategies which include auditory, visual-spatial, tactile, and kinesthetic strategies. As required in Section 1008.25, F.S., students identified with a substantial reading deficiency (Tier 3) receive intensive, explicit, systematic, and multisensory reading interventions that incorporate auditory, visual-spatial, tactile, and kinesthetic strategies. These requirements are included in the interventions from Benchmark Advance, UFLI Foundations, and iReady ToolBox lessons. Each of these programs contain opportunities for hands-on practice using manipulatives, as well as contain multimodal activities (auditory, visual, and kinesthetic.) Frequent opportunities for practice built into each of these programs also allows teachers to use more than one modality for instruction.		

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: June, 3 or more days a week, at least 5 hours per day.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):

All third grade students who score a Level 1 on the FAST ELA PM3 assessment and recommended for retention will be invited to participate in a Summer Reading Camp (SRC) offered by the district as required by state statutes.

Students who attend SRC receive intensive interventions in fluency, word-attack skills (IES/WWC strong evidence), vocabulary instruction, (IES/WWC strong evidence) and comprehension (IES/WWC moderate evidence) from highly effective teachers endorsed or certified in reading. This learning is connected to grade level standards and learning that occurred during the regular school year with an intensified approach. Time is built into the schedule for additional work in Foundational skills such as oral language, phonemic awareness and phonics are also addressed. Source: IES Practice Guide re Foundational Skills K-3rd, IES Practice Guide re Reading Comprehension K-3rd.

Curriculum Associates iReady individualized instruction, both through the use of the Personalized Instruction and the ToolBox teacher led lessons, will be utilized as appropriate (moderate evidence). Because of the hours scheduled per day, students may also participate in content-area reading and experiences. When district funding permits, summer reading programs are extended to other grade levels to help prevent summer learning loss. Source: IES Practice Guide re Foundational Skills K-3rd, IES Practice Guide re Reading Comprehension K-3rd.

Alternative Assessment Used:
iReady Diagnostic- 50th Percentile
SAT10 45th Percentile

Additional Information (optional):

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐ Yes ☒ No
If yes, please describe the grade level(s) that will be invited to participate. When district funding permits, summer reading programs are extended to other grade levels to help prevent summer learning loss.

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment Edmentum Exact Path Diagnostic for students enrolled in Intensive Reading Course	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment DIBELS- targeted for students who show a reading deficiency	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Other District Assessment DAR-Diagnostic Assessment of Reading targeted for students who show a reading deficiency	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Other District Assessment- District Common Assessments, PLC Common Assessments, CBAs (StudySync)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other

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

In grades 6-8, student performance is monitored three times per year (beginning, middle, and end of year) using the FAST-ELA 3-10 Progress Monitoring. Data is compared and analyzed to ensure that student academic performance and proficiency rates continue to improve. This state progress monitoring is coupled with interim classroom and school level monitoring which includes Exact Path diagnostics for students receiving Tier 2 interventions in grades 6-8 and adopted ELA curriculum publisher assessments in grades K-12. (6-8 Mhill StudySync.)
A triangulation of data is used with the assessment/curriculum decision trees and in collaboration with

the district MTSS plan and processes to identify students with a substantial deficiency in reading in Grades 6-8 based on the 6-8 CERP decision trees coupled with MTSS problem solving processes. If students struggle with core instruction based on data analysis, a multi-tiered system of supports is employed. At all levels, K-12, student progress is monitored in PLC meetings and MTSS data chats. With guidance, assistance, and monitoring from district-level directors, ELA, and MTSS personnel, school-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier 1, Tier 2, or Tier 3 levels of support for students.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

PLCs meet weekly to plan and prepare initial and ongoing instruction following guidance provided by the district ELA team based on the curriculum. PLC members reflect on implementation, instruction, and student outcomes including common assessments and make adjustments as needed. PLCs also meet with the school-level interventionist and MTSS team to review data and recommend Tier 2 interventions if Tier 1 instruction is not sufficient. Data analysis occurs at the district level as well. School and classroom walkthroughs (“EXCEL” visits) are conducted to monitor ELA instruction district wide, giving the ability to identify trends, and plan support to increase the effectiveness of Tier 1 instruction across schools.

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 effectiveness is monitored at the school level through progress monitoring assessment and data as determined by student individual need and intervention. Student progress is discussed as part of the PLC process and additional data analysis occurs for monthly data chat meetings. In addition, district MTSS Instructional Specialists attend school data chats, supporting the intervention process and ensuring fidelity and effectiveness along the way.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Students who receive Tier 3 intensive interventions are considered to have a substantial reading deficiency and must be monitored closely and regularly for academic progress through both core instruction and weekly progress monitoring. For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments are required to identify specific needs (areas of strength and weakness). Further, schools with ELA team members and school-based interventionists meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the CERP decision tree and MTSS which indicate research-based and evidence-based materials and strategies available for intensive interventions (Tier 3). If student data does not show progress, at a Tier or with a specific intervention, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction) and the parent is notified through the FOCUS student management system email communication and regular communication from the school level. Parental notification includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students identified with a substantial reading deficiency.

Grades 6-8 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data

Students must meet the following criteria at the beginning of the school year: Overall performance on the FAST - ELA in Grades 6-8 is equivalent Level 3 and above and/or Exact Path is at or above 40th percentile.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Common PLC assessment data, including District Common Assessments through the StudySync curriculum, Exact Path data, FAST ELA PM Data in grades 6-8, and item analysis of PLC common assessment data, guided by district ELA framework expectations, is used to determine that Tier 1 is sufficient for at least 80% of students. Performance Criteria that indicates Tier 1 is sufficient: • Common Assessment data- number of students scoring 70% or above • FAST grades 3-5-students score level 3 or above, and/or struggling students are gaining achievement levels (“jumping buckets”) • Exact Path scores indicate students are scoring on grade level or above	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill Florida StudySync state adopted instructional materials for 6th-8th English LanguageArts. This series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. StudySync is designed based on the science of reading and evidenced-based instructional practices as supported in this IES Practice Guide.	2026-2027
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Data collected from these sources below as well as ELA common assessment data using district ELA framework expectation will be used as part of the triangulation to prompt the addition of Tier 2 interventions: FAST progress monitoring with an overall reading score between the 16th and 39th percentile, and/or a score of Level 2 or below on the FAST assessment. -Lack of expected growth in any curriculum, progress monitoring, screening, or diagnostic data that will be consistently monitored through PLC and data chats. • For example, 50% of typical growth is not achieved on the Winter Diagnostic for Exact Path • Embedded progress monitoring gap increasing between expected and current levels of performance based on program, and time of year etc. • Lack of growth toward a score of level 3 or above, as shown by lack of increasing percentile and or/scale scores and Achievement Levels on the FAST (“jumping buckets”) to a 2 or above.	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: Students with an overall Level 1 or 2 on FAST ELA at the end of the previous year, will receive Tier 2 interventions. In addition, other sources of data will be used for triangulation such as: • Exact Path/Edmentum Diagnostics indicate below grade level performance • Previous year ELA performance on Common assessments (Below 70% proficiency)
Number of times per week interventions are provided: 3-5 days per week as determined by the intervention Number of minutes per intervention session: 15-20 minutes per day as determined by the intervention Course(s) where interventions take place:

Critical Thinking and/or M/J Intensive Reading 1-3		
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)
Exact Path Growth and Proficiency	ESSA Evidence Level 2-Moderate (Evidence for ESSA Site)	
McGraw Hill Florida StudySync Tier 2 embedded supports -		McGraw Hill Florida StudySync Tier 2 embedded supports - does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1), Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, (ESSA Tier 1) and Recommendation 3 (Parts A-D): Routinely use a set of comprehension-building practices to help students make sense of the text (ESSA Tier 1). These recommendations were built into the program by providing multisensory opportunities for learning as well as evidence based strategies for scaffolding struggling learners. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is provided through coaching, virtual meetings, and job-embedded support. There are also additional training sessions during this implementation year.
Phonics for Reading (Curriculum Associates)		Phonics for Reading (Curriculum Associates) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students'

		decoding skills so they can read complex multisyllabic words (ESSA Tier 1) and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. (ESSA Tier 1). These recommendations were built into Phonics for Reading with explicit instruction in phonemic awareness, phonics, fluency, and eventually comprehension. The lessons in the program feature consistent teaching routines, repeated practice, and immediate corrective feedback. Students are given a Placement Test to ensure that students are placed in the best level for optimal progress. Phonics for Reading, First Level teaches students how to read one and two syllable words by using knowledge of letter-sound correspondences. Phonics for Reading, Second Level, teaches students how to read one syllable and multisyllabic words by using knowledge of letter-sound correspondences as well as structural units such as root words and word endings. Phonics for Reading, Third Level, teaches students how to read one syllable and multisyllabic words using knowledge of letter-sound relationships as well as structural units such as prefixes and suffixes. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction, as well as provide professional learning, as needed and appropriate. Professional Learning is also provided through coaching and work directly through, and with, Curriculum Associates.
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Students identified with a disability will receive intervention using the Tier 3 instruction materials and strategies supported with IEP accommodations including additional time and support for instruction,		

practice, and assessment. Interventions are provided in a small group setting with ratios determined by their educational needs and disability. Additional strategies for support will be utilized as indicated on each student's IEP. Special populations, such as DHH and the Blind, will receive instruction using strategies and accommodations that will support their diverse needs, (i.e. ASL and Braille etc.)		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit – Connect to Literacy (Grades K-12)		Summit - Connect to Literacy does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: Teaching Academic Content and Literacy English Learners in Elementary and Middle School. Recommendation 1 (Tier 1 – Strong): Teach academic vocabulary words intensively across several days using a variety of instructional activities; Recommendation 2 (Tier 1 – Strong): Integrate written and oral English language instruction into content area teaching; Recommendation 3 (Tier 4- Has Rationale): Provide regular, structured opportunities to develop written language skills; Recommendation 4 (Tier 2- Moderate): Provide regular small group instructional intervention for students struggling in areas of literacy and English language development. These recommendations are embedded in the Summit-Connect to Literacy program by WIDA-aligned personalized instructional paths based on the four domains of English acquisition: speaking, listening, reading, and writing and with systematic exposure and reinforcement of academic vocabulary. Summit Connect to Literacy provides additional adaptable targeted skills practice lessons which can be utilized for small group, whole group, or individual tutoring. The district will support and monitor implementation of this program through sustained professional learning opportunities for teachers, observational walkthroughs, monthly monitoring of school-wide and student-specific data by the District ESOL Specialist and ESOL Resource Teachers, weekly check-ins with classroom teachers, and quarterly check-ins with school-based administrators.

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Data collected from these sources below as well as ELA common assessment data using district ELA framework expectation will be used as part of the triangulation to prompt the addition of Tier 3 interventions: -FAST PM score of Level 1 or Level 2 -Exact Path progress monitoring with an overall reading score between the 1st and 15th percentile -Students scoring 2 or more grade levels behind in Exact Path -Lack of expected growth in any curriculum, progress monitoring, screening, or diagnostic data that will be consistently monitored through PLC and data chats. • For example, 25% of typical growth is not achieved on the Winter Diagnostic for Exact Path • Embedded progress monitoring gap increasing between expected and current levels of performance based on program, and time of year etc. • Lack of growth toward a score of level 3 or above, as shown by stagnant or lack of increasing percentile and or/scale scores and Achievement Levels on the FAST ("jumping buckets") to a 2 or above.		
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: Data collected from these sources below as well as ELA common assessment data using district ELA framework expectation will be used as part of the triangulation to prompt the addition of Tier 3 interventions: -FAST PM score of Level 1 or Level 2 previous year -Exact Path progress monitoring with an overall reading score between the 1st and 15th percentile -Score more than two years below grade level overall on the Exact Path Fall diagnostic		
Number of times per week interventions are provided: 4-5 days per week determined by the intervention Number of minutes per intervention session: 15-30 minutes per day determined by the intervention Course(s) where interventions take place: Critical Thinking and/ or M/J Intensive Reading 1-3		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Exact Path Growth and Proficiency	ESSA Evidence Level 2-Moderate (Evidence for ESSA Site)	
Phonics for Reading (Curriculum Associates)		Phonics for Reading (Curriculum Associates) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex

		multisyllabic words (ESSA Tier 1) and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. (ESSA Tier 1). These recommendations were built into Phonics for Reading with explicit instruction in phonemic awareness, phonics, fluency, and eventually comprehension. The lessons in the program feature consistent teaching routines, repeated practice, and immediate corrective feedback. Students are given a Placement Test to ensure that students are placed in the best level for optimal progress. Phonics for Reading, First Level teaches students how to read one and two syllable words by using knowledge of letter-sound correspondences. Phonics for Reading, Second Level, teaches students how to read one syllable and multisyllabic words by using knowledge of letter-sound correspondences as well as structural units such as root words and word endings. Phonics for Reading, Third Level, teaches students how to read one syllable and multisyllabic words using knowledge of letter-sound relationships as well as structural units such as prefixes and suffixes. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction, as well as provide professional learning, as needed and appropriate. Professional Learning is also provided through coaching and work directly through, and with, Curriculum Associates.
McGraw Hill Florida StudySync Tier 3 embedded supports -		McGraw Hill Florida StudySync Tier 3 embedded supports - does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex

		multisyllabic words (ESSA Tier 1), Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, (ESSA Tier 1) and Recommendation 3 (Parts A-D): Routinely use a set of comprehension-building practices to help students make sense of the text (ESSA Tier 1). These recommendations were built into the program by providing multisensory opportunities for learning as well as evidence based strategies for scaffolding struggling learners. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is provided through coaching, virtual meetings, and job-embedded support. There are also additional training sessions during this implementation year.
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Students identified with a disability will receive intervention using the Tier 3 instruction materials and strategies supported with IEP accommodations including additional time and support for instruction, practice, and assessment. Interventions are provided in a small group setting with ratios determined by their educational needs and disability. Additional strategies for support will be utilized as indicated on each student's IEP. Special populations, such as DHH and the Blind, will receive instruction using strategies and accommodations that will support their diverse needs, (i.e. ASL and Braille etc.)		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit – Connect to Literacy (Grades K-12)		Summit - Connect to Literacy does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: Teaching Academic Content and Literacy English Learners in Elementary and Middle School. Recommendation 1 (Tier 1 – Strong): Teach academic vocabulary words

		intensively across several days using a variety of instructional activities; Recommendation 2 (Tier 1 – Strong): Integrate written and oral English language instruction into content area teaching; Recommendation 3 (Tier 4- Has Rationale): Provide regular, structured opportunities to develop written language skills; Recommendation 4 (Tier 2- Moderate): Provide regular small group instructional intervention for students struggling in areas of literacy and English language development. These recommendations are embedded in the Summit-Connect to Literacy program by WIDA-aligned personalized instructional paths based on the four domains of English acquisition: speaking, listening, reading, and writing and with systematic exposure and reinforcement of academic vocabulary. Summit Connect to Literacy provides additional adaptable targeted skills practice lessons which can be utilized for small group, whole group, or individual tutoring. The district will support and monitor implementation of this program through sustained professional learning opportunities for teachers, observational walkthroughs, monthly monitoring of school-wide and student-specific data by the District ESOL Specialist and ESOL Resource Teachers, weekly check-ins with classroom teachers, and quarterly check-ins with school-based administrators.
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Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
District Common Assessments, PLC Common Assessments, CBAs (Savvas My Perspectives)	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
District Common Assessments, PLC Common Assessments, CBAs (CommonLit 360)	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
DIBELS- targeted for students who show a reading deficiency	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
DAR-Diagnostic Assessment of Reading targeted for students who show a reading deficiency	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other

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

In grades 9-10, student performance is monitored three times per year (beginning, middle, and end of year) using the FAST-ELA 3-10 Progress Monitoring. In grades 11-12, students are progress monitored using current assessment scores in state ELA retakes and SAT practice and standardized assessment.

Data is compared and analyzed to ensure that student academic performance and proficiency rates continue to improve. This state progress monitoring is coupled with interim classroom and school level monitoring and adopted ELA curriculum publisher assessments in grades K-12. (9-10 Savvas My Perspectives, 11-12 CommonLit 320.)

A triangulation of data is used with the assessment/curriculum decision trees and in collaboration with the district MTSS plan and processes to identify students with a substantial deficiency in reading in Grades K-12 based on the 9-12 CERP decision trees. If students struggle with core instruction based on data analysis, a multi-tiered system of supports is employed.

At all levels, K-12, student progress is monitored in PLC meetings and MTSS data chats. In grades 9-12 this also includes Graduation Assistance Team members who provide support in areas of need and conference with students receiving the most support and intervention.

With guidance, assistance, and monitoring from district-level directors, ELA, and MTSS personnel, school-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier 1, Tier 2, or Tier 3 levels of support for students.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

PLCs meet weekly to plan and prepare initial and ongoing instruction following guidance provided by the district ELA team based on the curriculum. PLC members reflect on implementation, instruction, and student outcomes including common assessments and make adjustments as needed. PLCs also meet with the school-level interventionist, as available, and MTSS team to review data and recommend Tier 2 interventions if Tier 1 instruction is not sufficient.

Data analysis occurs at the district level as well. School and classroom walkthroughs ("EXCEL" visits) are conducted to monitor ELA instruction district wide, giving the ability to identify trends, and plan support to increase the effectiveness of Tier 1 instruction across schools.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 effectiveness is monitored at the school level through progress monitoring assessment and data as determined by student individual need and intervention. Student progress is discussed as part of the PLC process and additional data analysis occurs for monthly data chat meetings. In addition, district MTSS Instructional Specialists attend school data chats, supporting the intervention process and ensuring fidelity and effectiveness along the way.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 effectiveness is monitored at the school level through state progress monitoring and Tier 3 weekly progress monitoring assessment data as determined by student individual need and intervention. Student progress is discussed as part of the PLC process and additional data analysis occurs for monthly data chat meetings. In addition, district MTSS Instructional Specialists attend school data chats, supporting the intervention process and ensuring fidelity and effectiveness along the way.

Students who receive Tier 3 intensive interventions are considered to have a substantial reading deficiency and must be monitored closely and regularly for academic progress through both core instruction and weekly progress monitoring.

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments are required to identify specific needs (areas of strength and weakness). Further, schools with ELA team members and school-based interventionists meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the CERP

decision tree and MTSS which indicate research-based and evidence-based materials and strategies available

for intensive interventions (Tier 3).

If student data does not show progress, at a Tier or with a specific intervention, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction) and the parent is notified through the FOCUS student management system email communication and regular communication from the school level.

Parental notification includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students identified with a substantial reading deficiency.

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: -Prior state assessment FAST - ELA equivalent performance level of 3 or higher. -Prior year success on classroom assessments, District Assessments, and CBAs. Students score 70% or higher on classroom assessments, district common assessments, and CBAs.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. -Prior state assessment FAST - ELA equivalent performance level of 3 or higher. -Prior year success on classroom assessments, District Assessments, and CBAs. Students score 70% or higher on classroom assessments, district common assessments, and CBAs.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas My Perspectives- state adopted instructional materials for 9-10th English Language Arts. This series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. My Perspectives is designed based on the science of reading and evidenced-based instructional practices as supported in this IES Practice Guide.	2026-2027
CommonLit 360 for 11th-12th English Language Arts- designed based on the science of reading and evidenced- based instructional practices as supported in this IES Practice Guide.	2026-2027
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Data collected from these sources below as well as ELA common assessment data using district ELA framework expectation will be used as part of the triangulation to prompt the addition of Tier 2 interventions: -Ongoing district standards based common assessment data, to include district ELA common assessments based on the core curriculums will be analyzed to determine students who are in need of English course embedded Tier 2 interventions. Students scoring below 70% on assessments will be identified and supported. -Lack of expected growth in any curriculum, progress monitoring, screening, or diagnostic data that will be consistently monitored through PLC and data chats. ● Embedded progress monitoring gap increasing between expected and current levels of performance based on program, and time of year etc. ● Lack of growth toward a score of level 3 or above, as shown by lack of increasing percentile and or/scale scores and Achievement Levels on the FAST ("jumping buckets") to a 2 or above.	
Tier 1 Instruction + Tier 2 Interventions	

Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: 9-10th FAST ELA current year initial progress monitoring or previous year FAST PM3 ELA Level 1 or 2 11-12th Previous year FAST PM3 ELA Level 1 or 2. -Inconsistent or below grade level scores on District, CBAs, and/or PLC Common assessments will be used for a triangulation of Data. Students scoring below 70% on common assessments will be identified and supported.		
Number of times per week interventions are provided: 3-5x per week Number of minutes per intervention session: 15-30 minutes per day Course(s) where interventions take place: Intensive Reading Courses 1-2, Applied Communications 1 and 2 (11th and 12th grade)		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Savvas My Perspectives Tier 2 embedded supports -		Savvas My Perspectives Tier 2 embedded supports - does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1), Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, (ESSA Tier 1) and Recommendation 3 (Parts A-D): Routinely use a set of comprehension-building practices to help students make sense of the text (ESSA Tier 1). It is also supported by the IES Practice Guide: Improving Adolescent Literacy, Recommendation1: Provide explicit vocabulary instruction, and Recommendation (ESSA Tier 3 Promising) 2: Provide direct and explicit comprehension strategy instruction (ESSA Tier 3 Promising). These recommendations were built into the program by providing multisensory opportunities for learning as well as evidence based strategies for scaffolding struggling learners. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based

		interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is provided through coaching, virtual meetings, and job-embedded support. Additional training sessions will be provided throughout this implementation year.
Reading Fluency and Comprehension Instructional Practices		Reading Fluency and Comprehension Instructional Practices does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence). These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. One of the resources that is used to support this work is CommonLit.org and the CommonLit 360 program. The district will support and monitor implementation of this program through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is provided through coaching, virtual meetings, and job-embedded support. Additional training sessions will be provided throughout this implementation year.
Exact Path Growth and Proficiency	ESSA Evidence Level 2-Moderate (Evidence for ESSA Site)	
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Students identified with a disability will receive intervention using the Tier 3 instruction materials and strategies supported with IEP accommodations including additional time and support for instruction, practice, and assessment. Interventions are provided in a small group setting with ratios determined by their educational needs and disability. Additional strategies for support will be utilized as indicated on each student's IEP. Special populations, such as DHH and the Blind, will receive instruction using strategies and accommodations that will support their diverse needs, (i.e. ASL and Braille etc.)

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit – Connect to Literacy (Grades K-12)		Summit - Connect to Literacy does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: Teaching Academic Content and Literacy English Learners in Elementary and Middle School. Recommendation 1 (Tier 1 – Strong): Teach academic vocabulary words intensively across several days using a variety of instructional activities; Recommendation 2 (Tier 1 – Strong): Integrate written and oral English language instruction into content area teaching; Recommendation 3 (Tier 4- Has Rationale): Provide regular, structured opportunities to develop written language skills; Recommendation 4 (Tier 2- Moderate): Provide regular small group instructional intervention for students struggling in areas of literacy and English language development. These recommendations are embedded in the Summit-Connect to Literacy program by WIDA-aligned personalized instructional paths based on the four domains of English acquisition: speaking, listening, reading, and writing and with systematic exposure and reinforcement of academic vocabulary. Summit Connect to Literacy provides additional adaptable targeted skills practice lessons which can be utilized for small group, whole group, or individual tutoring. The district will support and monitor implementation of this program through sustained professional learning opportunities for teachers, observational walkthroughs, monthly monitoring of school-wide and student-specific data by the District ESOL Specialist and ESOL

		Resource Teachers, weekly check-ins with classroom teachers, and quarterly check-ins with school-based administrators.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: 9-10th FAST ELA winter progress monitoring data that indicates overall reading Achievement Level 1 and/ or below grade level scores on District, CBAs, and/or PLC Common assessments will be used for a triangulation of Data. Students scoring below 60% on common assessments will be identified and supported.		

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: Data collected from these sources below as well as ELA common assessment data using district ELA framework expectation will be used as part of the triangulation to prompt the addition of Tier 3 interventions: -9-10th FAST ELA initial progress monitoring with an overall reading Achievement Level 1. -9-12th Previous year FAST PM3 ELA Level 1 -Retention in the previous grade -Unsatisfactory performance on District, PLC Assessments, or CBAs during the final quarter of the previous year will be used for a triangulation of data. Students scoring 60% or below will be identified.		
Number of times per week interventions are provided: 4-5x per week Number of minutes per intervention session: 15-30 minutes per day Course(s) where interventions take place: Intensive Reading Courses 1-2, Applied Communications 1-2 (11th and 12th grade)		
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)
Savvas My Perspectives Tier 3 embedded supports -		Savvas My Perspectives Tier 3 embedded supports - does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1), Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, (ESSA Tier 1) and Recommendation 3 (Parts A-D): Routinely use a set of comprehension-building practices to help students make sense of the text (ESSA Tier 1). It is also supported by the IES Practice Guide: Improving Adolescent Literacy, Recommendation 1: Provide explicit vocabulary instruction, and Recommendation (ESSA Tier 3 Promising) 2: Provide direct and explicit comprehension strategy instruction (ESSA Tier 3 Promising). These recommendations were built into the program by providing multisensory opportunities for learning as well as evidence based strategies for scaffolding struggling learners. The district will support and monitor implementation of these programs through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is provided through coaching, virtual meetings,

		and job-embedded support. Additional training sessions will be provided throughout this implementation year.
Reading Fluency and Comprehension Instructional Practices		Reading Fluency and Comprehension Instructional Practices does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence). These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. One of the resources that is used to support this work is CommonLit.org and the CommonLit 360 program. The district will support and monitor implementation of this program through resources and professional development to support the embedded research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventionists. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate. Professional Learning is provided through coaching, virtual meetings, and job-embedded support. Additional training sessions will be provided throughout this implementation year.
Exact Path Growth and Proficiency	ESSA Evidence Level 2- Moderate (Evidence for ESSA Site)	
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Students identified with a disability will receive intervention using the Tier 3 instruction materials and strategies supported with IEP accommodations including additional time and support for instruction, practice, and assessment. Interventions are provided in a small group setting with ratios determined by their educational needs and disability. Additional strategies for support will be utilized as indicated on each student's IEP. Special populations, such as DHH and the Blind, will receive instruction using strategies and accommodations that will support their diverse needs, (i.e. ASL and Braille etc.)		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit – Connect to Literacy (Grades K-12)		Summit - Connect to Literacy does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support

		the program: Teaching Academic Content and Literacy English Learners in Elementary and Middle School. Recommendation 1 (Tier 1 – Strong): Teach academic vocabulary words intensively across several days using a variety of instructional activities; Recommendation 2 (Tier 1 – Strong): Integrate written and oral English language instruction into content area teaching; Recommendation 3 (Tier 4- Has Rationale): Provide regular, structured opportunities to develop written language skills; Recommendation 4 (Tier 2- Moderate): Provide regular small group instructional intervention for students struggling in areas of literacy and English language development. These recommendations are embedded in the Summit-Connect to Literacy program by WIDA-aligned personalized instructional paths based on the four domains of English acquisition: speaking, listening, reading, and writing and with systematic exposure and reinforcement of academic vocabulary. Summit Connect to Literacy provides additional adaptable targeted skills practice lessons which can be utilized for small group, whole group, or individual tutoring. The district will support and monitor implementation of this program through sustained professional learning opportunities for teachers, observational walkthroughs, monthly monitoring of school-wide and student-specific data by the District ESOL Specialist and ESOL Resource Teachers, weekly check-ins with classroom teachers, and quarterly check-ins with school-based administrators.
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5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.–k., F.A.C.](#))

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

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

- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
		Bay District Schools is beginning implementation of a new state-adopted ELA curriculum materials aligned to BEST ELA standards in kindergarten through twelfth grades. In K-5 Benchmark Advance, 6-8 MH StudySync, 9-10 Savvas My Perspectives, and 11th-12th CommonLit 360, curriculum materials are based on the scientific research and evidence of reading/literacy instruction. Along with new implementation training throughout this year, ongoing, differentiated training is provided for teachers tasked with ELA instruction. Teachers at schools identified for RAISE support or otherwise needing intensified professional learning are provided differentiated opportunities by the assigned literacy coach, ELA Academic Program Specialist, and State Regional Literacy Director. All training, both initial and ongoing, integrates the science of reading, components of reading instruction to include Florida's Formula of Reading Success, and multisensory intervention strategies. Continued emphasis is being placed on Foundational Skills at the K-2 levels, including phonemic awareness, phonics, word study and spelling, and fluency. We, at the district level, have long recognized the need for highly effective teachers in the primary grades. Without a strong foundation, progress is often slowed immensely. With a continued emphasis of highly effective K-2 teachers at the state level, there will continue to be a prioritization of professional learning for this subgroup. One example would be the goal to have professional learning centered around the research and evidence-based strategies (an/or book study) of the book <i>7 Mighty Moves</i>, which is a book highly regarded by the Just Read Florida Office. At the secondary level, an additional book study will be offered using the book, "Thinking Reading: What every secondary teacher needs to know about reading," which is also highly regarded by the Just Read Florida Office. Ongoing professional learning centered around the "Reading-Writing" connection is also planned, and strategies based on the cognitive science of learning will be incorporated throughout professional learning offerings K-12. Flexible offers of in-person, virtual, and on-demand professional learning for teachers and administrators alike will be implemented. Administrators will be provided with support for following up and monitoring the effectiveness of professional learning within the school. Teachers continue professional learning and application when participating in weekly school-level professional learning sessions and Professional Learning Community meetings.
	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. PreK-12th grade teachers are encouraged to earn their reading endorsement and are provided incentives such as district sponsorship for courses and payment of fees to add reading endorsements/certifications to certificates, as well as participate in continued education opportunities and professional learning in scientifically researched and evidence-based reading instruction. The UF Literacy Microcredential is heavily advertised and promoted as well.
	Differentiated Professional Learning	Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Teachers at schools identified for RAISE support or otherwise needing intensified professional learning are provided differentiated opportunities by the assigned literacy coach, ELA instructional specialist, and state regional literacy director. In addition, the district "EXCEL" walks at each school, as well as the monitoring of data, allows for the identification of trends and professional learning needs. Differentiated support is then provided based on the needs of the school.

The Professional Learning Team also contributes to the differentiated support needed for teachers. Staff Training Specialists on the team provide job-embedded support to newer teachers.

Mentor Teachers

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

The district “EXCEL” walks at each school allow for the identification of exemplary teachers and model classrooms at the district level. These classrooms serve as a model for newer teachers, or teachers in need of support.

At the school level, many schools participate in peer walks and allow teachers to visit the classrooms of other successful teachers based on administrator recommendation.

Literacy coaches, highly effective in their craft, provide job embedded support and professional learning as needed, both at the individual and school levels.

The Professional Learning Team Staff Training Specialists also provide job embedded support to newer teachers.

“Mentor” teachers in K-3 are reading endorsed or certified. Mentors are aligned with their specialization and endorsement.

Professional Learning Time

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

Each school has a designated time, or multiple times depending on need, for weekly PLCs. In addition, administrators often provide professional learning at their faculty meetings.

At the district level, four full day PLC days are provided throughout the year, each with time dedicated for professional learning.

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
In addition to funds budgeted in the CERP for tutoring programs, funds outside of CERP expenditures are annually provided to schools with the highest need in order to offer tutoring outside of school hours to students in order to accelerate literacy learning with a focus on K-3 students. Students are selected based on FAST ELA/Math progress monitoring results, i-Ready diagnostic data, and district standards based common assessment data.		
RAISE HS tutoring programs are available and offered to each high school for qualifying 11th and 12th grade students. H.S. Students are trained using FCRR RAISE HS tutor training and provide small group reading tutoring to K-3 students enrolled in geographically appropriate RAISE identified elementary schools.		

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., 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.

Students identified with a substantial reading deficiency as defined by statute language are immediately provided with a digital version of the FDOE provided a read-at-home plan.

<https://info.fldoe.org/docushare/dsweb/Get/Document-9371/dps-2021-169a.pdf>

Paper copies will be provided at request. Parents of students in the MTSS program receive monthly updates as to their student's progress. Family engagement and communication is part of the district literacy framework and suggestions for family engagement are included in the district adopted ELA Curriculum.

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).

With the New Worlds Reading initiative, students are identified throughout the year from the FDOE guidelines to participate in the New Worlds Reading program to receive books through home delivery with additional resources being developed for families from the program administrator. Information is shared with school administrators through emails and virtual meetings. Student lists, steps for registering students, and marketing materials are provided to each school to encourage and build participation in the program. Emails are sent through the FOCUS student management system notifying families with a student who may qualify for the New Worlds Reading Initiative. Information about eligibility will also be included along with parent information for struggling students eligible for the MTSS Program and those displaying the characteristics of Dyslexia (VPK-5).

The ELA content department participates in social media strategies to share no-cost literacy activities, including those at the public library, to be shared with families. Upon request, ELA team members participate in and support school and community based reading activities and information sessions for families and stakeholders.

Schools also partner with various entities to provide students with free books and plan engaging reading activities outside of the school day to promote at-home reading and foster the love of reading.

8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

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

Staffing decisions for grades K-2 are informed by student achievement data, teacher evaluation results, and school performance trends. Understanding the need for a strong foundation, every effort is made to hire, place, and retain highly effective, reading endorsed, teachers in these grade levels, K-2. In addition, professional learning is specifically targeted to this K-2 teacher demographic to ensure that teachers are providing instruction grounded in the science of reading with a focus on the 6 areas of reading: oral language, phonemic awareness, phonics, fluency, comprehension, and vocabulary, in order to build and reinforce teacher capacity. Both district level and school level administrator walkthrough data allows monitoring of instruction in K-2 classrooms in order to be sure that students in these grade levels are receiving quality instruction from highly effective teachers. Additional support is provided if instructional practices, or teacher effectiveness, are in question.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <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>
	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.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Signature:

Date: