

Bradford County 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	Rebecca Ansley	ansley.rebecca@mybradford.us	904-966-6795
Data Element	Evelyn Chastain	chastain.evelyn@mybradford.us	904-966-6035
Third Grade Promotion	Karen Clarke	clarke.karen@mybradford.us	904-966-6032
Multi-Tiered System of Supports	Tammy Saxon	saxon.tammy@mybradford.us	904-966-6014
Supervisor of Professional Learning	Christina Cornwell	cornwell.christina@mybradford.us	904-966-6727

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	\$98,489	1.6
Intervention teachers	\$0	
Scientifically researched and evidence-based supplemental instructional materials	\$0	
Third grade summer reading camps	\$7,937	
Summer reading camps	\$0	
Secondary Expenses		
Literacy coaches	\$76,028	2 @ 50%
Intervention teachers	\$0	
Scientifically researched and evidence-based supplemental instructional materials	\$0	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$0	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	\$0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	\$0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$0	
Tutoring programs to accelerate literacy learning	\$0	
Family engagement activities	\$0	
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$182,454	

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	3%	0%	90%	91%

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

To improve literacy outcomes for VPK students, the district will implement a multi-faceted approach grounded in student performance data and best practices for early childhood instruction. Based on the analysis of STAR Early Literacy assessment data, VPK students will receive additional targeted literacy instruction tailored to their individual needs, particularly in areas identified as gaps. This targeted support will help address both academic and social-emotional learning challenges that may hinder literacy development.

To strengthen instructional quality, the Curriculum Resource teachers and/or administrators will support the VPK teachers in evidence-based literacy strategies, data analysis, and differentiated instruction aligned with student needs. The district reading coach will provide targeted ongoing, job-embedded coaching, as needed.

To ensure accurate assessment data, one-on-one testing will be conducted in environments with minimal distractions, allowing for a more accurate measure of each child's literacy skills.

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	22%	20%	48%	50%
1	32%	26%	51%	61%
2	24%	21%	51%	53%
3	15%	9%	59%	70%
4	19%	17%	61%	63%
5	20%	17%	48%	56%
6	11%	8%	65%	67%
7	21%	20%	51%	53%

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
8	28%	25%	48%	50%
9	15%	14%	52%	54%
10	14%	13%	55%	57%

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-6	District Level		School Level	
Data that will be collected and frequency of review	Collected Data	Review Frequency	Collected Data	Review Frequency
	FAST / STAR	3 times per year	FAST / STAR	3 times per year
	Student Grades	Quarterly	STAR CBM (K-2)	3 times per year
	District Level Data Meetings (Tier 1)	Monthly	Student Grades	Quarterly
	MTSS (Tier 2 and Tier 3 Implementation)	Monthly	Grade Level Data / Common Assessments Meetings (Tier 1)	Monthly
	Attendance	Monthly	MTSS (Tier 2 and Tier 3 Implementation)	Monthly
	Discipline	Monthly	3 rd Grade Portfolio	Quarterly
	Classroom Walkthrough Data	Monthly	Attendance	Monthly
	Computer-based program usage	Monthly	Discipline	Monthly
			Classroom Walkthrough Data	Monthly
			Computer-based program usage	Monthly
Actions for continuous support and improvement	The District Literacy Leadership Team committed to continuous improvement through an ongoing cycle of data analysis, collaboration, professional learning, and strategic problem-solving District Internal Actions - Analyze school literacy data to determine needed support. - Collaborate to develop data-driven solutions. - Provide targeted professional learning based on identified needs. - Train School Literacy Leadership Teams to use assessment data and K–12 Lift to inform instruction.		For continuous support and improvement, the School Literacy Leadership Team will communicate, collaborate, critically think and problem-solve to respond and create solutions with the following state education agencies and district contracted vendors: - District Literacy Leadership Team - Just Read, Florida - FLDOE Regional Literacy Director - FLDOE Assessment and Accountability - Florida’s PS/Rtl Project - Renaissance - Florida Inclusion Network - FCRR - UFLI - Cambium	

	• Monitor implementation and provide ongoing coaching and technical assistance. External Collaboration We partner with the following agencies to access guidance, professional learning, technical assistance, and evidence-based literacy resources. • Just Read, Florida • FLDOE Regional Literacy Director • FLDOE Assessment and Accountability • Florida’s PS/RtI Project • Renaissance • Florida Inclusion Network • FCRR • UFLI • Cambium • NEFEC	• NEFEC		
Grades 7-8	District Level	School Level		
Data that will be collected and frequency of review	Collected Data	Review Frequency	Collected Data	Review Frequency
	FAST	3 times per year	FAST	3 times per year
	Student Grades	Quarterly	Student Grades	Quarterly
	District Level Data Meetings (Tier 1)	Monthly	Grade Level Data / Common Assessments Meetings (Tier 1)	Monthly
	MTSS (Tier 2 and Tier 3 Implementation)	Monthly	MTSS (Tier 2 and Tier 3 Implementation)	Quarterly
	Attendance	Monthly	Attendance	Monthly
	Discipline	Monthly	Discipline	Monthly
	Classroom Walkthrough Data	Monthly	Classroom Walkthrough Data	Monthly
	Computer-based program usage	Monthly	Computer-based program usage	Monthly
Actions for continuous support and improvement	The District Literacy Leadership Team committed to continuous improvement through an ongoing cycle of data analysis, collaboration, professional learning, and strategic problem-solving District Internal Actions • Analyze school literacy data to determine needed support. • Collaborate to develop data-driven solutions. • Provide targeted professional learning based on identified needs. • Train School Literacy Leadership Teams to use assessment data and K–12 Lift to inform instruction.		For continuous support and improvement, the School Literacy Leadership Team will communicate, collaborate, critically think and problem-solve to respond and create solutions with the following state education agencies and district contracted vendors: • District Literacy Leadership Team • Just Read, Florida • FLDOE Regional Literacy Director • FLDOE Assessment and Accountability • Florida’s PS/RtI Project • Florida Inclusion Network • FCRR • Cambium • NEFEC	

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Grades 9-12	District Level	School Level		
Data that will be collected and frequency of review	Collected Data	Review Frequency	Collected Data	Review Frequency
	FAST	3 times per year	FAST	3 times per year
	Student Grades	Quarterly	Student Grades	Quarterly
	District Level Data Meetings (Tier 1)	Monthly	Grade Level Data / Common Assessments Meetings (Tier 1)	Quarterly
	MTSS (Tier 2 and Tier 3 Implementation)	Monthly	MTSS (Tier 2 and Tier 3 Implementation)	Quarterly
	Attendance	Monthly	Attendance	Monthly
	Discipline	Monthly	Discipline	Monthly
	Classroom Walkthrough Data	Monthly	Classroom Walkthrough Data	Monthly
	Computer-based program usage	Monthly	Computer-based program usage	Monthly
Actions for continuous support and improvement	The District Literacy Leadership Team committed to continuous improvement through an ongoing cycle of data analysis, collaboration, professional learning, and strategic problem-solving District Internal Actions • Analyze school literacy data to determine needed support. • Collaborate to develop data-driven solutions. • Provide targeted professional learning based on identified needs. • Train School Literacy Leadership Teams to use assessment data and K–12 Lift to inform instruction. • Monitor implementation and provide ongoing coaching and technical assistance.		For continuous support and improvement, the School Literacy Leadership Team will communicate, collaborate, critically think and problem-solve to respond and create solutions with the following state education agencies and district contracted vendors: • District Literacy Leadership Team • Just Read, Florida • FLDOE Regional Literacy Director • FLDOE Assessment and Accountability • Florida’s PS/RtI Project • Florida Inclusion Network • FCRR • Cambium • NEFEC	

	External Collaboration We partner with the following agencies to access guidance, professional learning, technical assistance, and evidence-based literacy resources. • Just Read, Florida • FLDOE Regional Literacy Director • FLDOE Assessment and Accountability • Florida’s PS/RtI Project • Florida Inclusion Network • FCRR • Cambium • NEFEC	
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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.

Based on findings from the District CERP Reflection Tool and a root-cause analysis of student performance data, the district has identified and prioritized several revisions to the Comprehensive Evidence-Based Reading Plan (CERP) to strengthen literacy outcomes for all students.

Priority 1: Literacy Leadership

To improve implementation and sustainability of literacy initiatives, the district will strengthen literacy leadership structures across schools. The CERP will be communicated consistently throughout the school year to ensure all stakeholders remain informed and engaged in literacy goals and expectations. School-based Literacy Leadership Teams will establish standing monthly meeting schedules, with meeting dates identified and communicated at the beginning of the year to promote continuity, accountability, and ongoing monitoring of literacy initiatives.

To further support implementation, schools may utilize Title I funding to compensate team members for meetings held outside of contracted hours. Additionally, schools will expand opportunities for teacher leadership by inviting effective classroom practitioners to share successful instructional practices and student outcomes during professional learning sessions. This approach is intended to build internal capacity, foster collaborative leadership, and promote shared ownership of literacy improvement efforts.

Priority 2: Standards, Curriculum, Instruction, and Intervention

The district is working on streamlining MTSS documentation and processes to improve efficiency, clarity, and fidelity of implementation across schools. Instructional alignment will be strengthened through the intentional inclusion of speaking and listening benchmarks within lesson planning and professional learning opportunities. In response to identified areas of need, the district is providing targeted professional learning in writing instruction, with a focus on helping teachers strategically utilize available instructional resources to improve student writing outcomes.

To strengthen intervention systems, the district is developing a comprehensive progress-monitoring framework that clearly identifies appropriate tools, expectations, and decision-making processes for Tier 2 and Tier 3 interventions. Focused professional learning on effective corrective feedback practices will also be provided to support high-quality instruction and intervention delivery. Additionally, schools will

implement structured data chats with Tier 2 and Tier 3 students to increase student ownership of learning through goal setting, progress monitoring, reflection, and instructional adjustments based on student data.

Priority 3: Professional Learning

The district is developing a comprehensive plan to strengthen Professional Learning Communities (PLCs) and ensure alignment between school-level needs and district literacy priorities. This framework will provide educators with structured opportunities to collaboratively analyze student data, share effective instructional strategies, and implement evidence-based reading practices. By focusing PLC work on identified areas of need, the district aims to improve instructional consistency, enhance literacy outcomes, and support continuous professional growth among educators. This work reflects the district's commitment to aligning professional learning, resources, and instructional practices with district expectations while addressing the unique needs of individual schools.

Priority 4: Literacy Coaching

The district is refining its literacy coaching model to emphasize comprehensive coaching cycles that include goal setting, instructional modeling, classroom observation, and actionable feedback. This revision shifts the focus from brief, isolated coaching interactions to sustained, job-embedded support designed to strengthen instructional practices and increase teacher effectiveness. Through intentional coaching cycles, teachers will receive ongoing guidance and opportunities for reflection, resulting in stronger implementation of evidence-based literacy practices and improved student outcomes.

Assessment

No revisions were identified within the Assessment section based on the District CERP Reflection Tool findings and root-cause analysis at this time.

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

Principals will monitor implementation of the K-12 CERP through:

- Weekly Learning walks based on Bradford's Portrait of Instruction (Practice Profile) and school literacy goals
- Weekly Marzano observation walkthroughs
- Discussions during data meetings

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.

School-level administrators, Curriculum Resource Teachers, and Literacy Coaches will use multiple systems to collect assessment data to inform instruction and support the needs of our students. These systems include:

- Renaissance (VPK – 6th)
- Florida Reporting System for Grades 3-10 (FLDOE)
- School City
- FOCUS
- Lexia Power Up (Grades 7-8)
- Reading Plus (Grades 9-12)

The data will be discussed during data and/or MTSS meetings with the teachers.

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

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

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

☒ Yes

☐ No

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

N/A

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

The Deputy Superintendent communicates the district literacy coaches' responsibilities to the administration through Principal and Directors meetings. The coaches themselves design implementation of these requirements with the on-site administrators. The literacy coach model information has been emailed to the principals and assistant principals as a reminder.

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

The literacy coaches receive additional professional learning and coaching on any new programs that are implemented. They attend weekly meetings to share progress, next steps, and receive support. The literacy coaches will participate in coaching book studies and other coaching professional learning throughout the school year.

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

Coaches will receive support through the coaching book study, weekly meetings, and the NEFEC Coaching Cadre. Our State Regional Literacy Director also provides support and professional learning as needed. Principals will provide dedicated time each month for coaches to directly support data analysis with teachers to establish goals and create action plans. From these interactions, professional learning and coaching cycles are planned and initiated.

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

The district monitors the implementation of the literacy coach model through a structured, collaborative process. Having shifted from a school-based model to a district-based approach, the literacy coaching team now operates under direct supervision and oversight from the Supervisor of Professional Learning. Additionally, the Deputy Superintendent meets with the coaching team to review the current work, focus areas, and analyze data. This consistent oversight ensures alignment with district priorities, supports fidelity of implementation, and strengthens the overall effectiveness of the coaching model.

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

The district evaluates the effectiveness of literacy coaches by analyzing student progress on district UFLI/fluency and comprehension assessments, STAR CBM, and progress monitoring assessments (PM 1, PM 2, and PM 3) such as STAR Early Literacy, STAR Reading, and FAST, tracking improvements in scores throughout the school year. Their formal evaluation includes growth and proficiency scores from the progress monitoring assessments.

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?

Bradford County School District's strategic plan for literacy is closely aligned with Florida's Formula for Reading Success, ensuring that all students, including students with disabilities and English language learners (ELLs), have access to high-quality, evidence-based reading instruction, targeted interventions, and ongoing progress monitoring.

High-Quality Core Instruction

A key component of Florida's Formula for Reading Success is the implementation of strong Tier 1 instruction. To support this goal, Bradford County has adopted *HMH Into Reading* as the elementary core reading curriculum. This program is aligned with Florida's B.E.S.T. Standards and provides explicit, systematic instruction across all components of reading. The curriculum includes embedded scaffolds and supports designed to meet the needs of students with disabilities and ELLs.

To further strengthen foundational literacy skills, all K–2 classrooms implement *UFLI Foundations*, a structured phonics program that aligns with the Formula's emphasis on explicit instruction in foundational reading skills.

At the secondary level, Bradford County has adopted *McGraw Hill Florida StudySync* at Bradford Middle School and *Savvas My Perspectives Florida* at Bradford High School. Both programs are aligned to Florida's B.E.S.T. Standards and include instructional supports that ensure access and engagement for diverse learners, including students with disabilities and ELLs.

Brooker Community School (charter school) has adopted McGraw Hill *Wonders* as their core ELA curriculum, supported by *UFLI Foundations*.

Screening, Assessment, and Progress Monitoring

Consistent with the Formula's focus on early identification and data-based decision-making, the district utilizes multiple assessment measures to monitor student progress and identify areas of need. These include:

- FAST ELA
- STAR Early Literacy
- STAR Reading
- STAR Curriculum-Based Measurement (CBM)

In addition, diagnostic tools such as STAR CBM and IXL ELA Diagnostic are used to identify specific skill deficits and inform instructional planning for students requiring additional support.

Evidence-Based Intervention and Intensive Support

The district's Multi-Tiered System of Supports (MTSS) framework aligns with Florida's Formula by ensuring that students receive increasingly intensive interventions based on demonstrated need.

Tier 2 interventions are delivered through research-based programs and instructional practices, including:

- SRA
- Magnetic Reading
- Targeted reading fluency instruction
- Targeted reading comprehension instruction

These interventions are provided in small, teacher-led groups and are driven by student performance data.

Students identified with a substantial reading deficiency receive Tier 3 Immediate Intensive Intervention. These services are delivered by educators who hold a reading endorsement, reading certification, or literacy micro-credential, ensuring compliance with state requirements and the use of evidence-based instructional practices.

At the secondary level, students requiring additional reading support receive targeted interventions through:

- Lexia PowerUp Literacy at Bradford Middle School
- Reading Plus at Bradford High School
- Teacher-directed small-group instruction focused on reading fluency and comprehension

These supports are designed to accelerate literacy growth while maintaining access to grade-level content and instruction.

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.

Assessment: The FAST STAR Early Literacy assessment will be administered during state-assigned testing windows to monitor foundational literacy development and guide instructional planning. Progress Monitoring 1 (PM1) and Progress Monitoring 2 (PM2) results will be reviewed with the site administration, CRT or Reading Coach to identify student strengths and instructional needs, allowing for timely interventions and supports. Students in the Pre-K ESE classes will use the assessment tools developed by the Prekindergarten Exceptional Student Education Technical Assistance & Training Program (PESE). The tool selected is based on the intensity of services a student receives. One version is used for students receiving less than 120 minutes of ESE services per week, while a more comprehensive version is used for students receiving 120 minutes or more of ESE services per week.

Standards: Teachers will receive targeted professional development throughout the year focused on the *Florida Early Learning and Developmental Standards* for children ages four to kindergarten. These sessions will include a focus on the *Language and Literacy: Emergent Reading* domain to ensure instructional alignment and fidelity across classrooms.

Instruction: VPK and ESE instruction is standards-based and developmentally appropriate, with differentiation strategies built into daily lessons to meet the varying needs of students. Instructional planning will be guided by data gathered from assessments and aligned with the state standards to address individual student strengths and areas for growth.

Support: Elementary reading coaches, Curriculum Resource Teachers, and site-based administrators will work collaboratively with VPK teachers following PM1 and PM2 to analyze student performance data and identify students in need of additional instruction or interventions.

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

Core Curriculum for VPK and General Education PreK

Our VPK programs utilize *Big Day for PreK* (2015) as the core comprehensive curriculum. Big Day for PreK is a research-based program that provides developmentally appropriate instruction across multiple domains, including early literacy, mathematics, science, social studies, physical development, and social-emotional learning. The curriculum promotes active engagement through thematic instruction, hands-on learning experiences, and opportunities for language development.

Supplemental Literacy Instruction

To strengthen foundational literacy skills and ensure alignment with evidence-based reading practices, the district utilizes several supplemental resources:

- *Heggerty Phonemic Awareness* provides explicit and systematic instruction in phonological and phonemic awareness skills. Daily lessons help students develop the foundational skills necessary for future reading success.
- *Imagine It! by SRA* supports emergent literacy development through structured instruction in oral language, vocabulary, and comprehension skills.
- *My Reading Academy* by Age of Learning serves as an adaptive digital learning platform that personalizes instruction based on individual student needs. The program provides engaging, interactive lessons that support foundational reading skills and early literacy development.

PreK ESE Curriculum

For PreK Exceptional Student Education (ESE) classrooms, the district utilizes *TeachTown Launch* as the core instructional curriculum. *TeachTown Launch* is specifically designed to meet the needs of young learners with disabilities through developmentally appropriate, evidence-based instruction. The curriculum provides structured lessons, daily instructional routines, differentiated supports, and ongoing progress-monitoring opportunities.

TeachTown Launch addresses foundational literacy, language, communication, social-emotional, and cognitive development skills while allowing teachers to individualize instruction based on each student's unique needs. The program's emphasis on explicit instruction, engagement, and data-based decision-making supports positive outcomes for preschool students with disabilities.

Together, these instructional materials provide a comprehensive, evidence-based framework that supports school readiness, foundational literacy development, and the diverse learning needs of all PreK students.

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.](#)

Students identified as having a substantial deficiency in early literacy skills receive targeted interventions to support their development. Eligible families are notified of the *New Worlds Reading Initiative* to encourage at-home reading engagement and access to free literacy resources. Within the classroom, students receive targeted interventions through the district's Multi-Tiered System of Supports (MTSS):

- **Tier 2 Interventions:** Students participate in supplemental small-group or individualized intervention sessions at least three times per week for approximately 5–8 minutes per session. Instruction is explicitly targeted to the specific literacy skill deficits identified through FAST STAR Early Literacy data and ongoing progress monitoring.

- **Tier 3 Interventions:** Students demonstrating continued need after Tier 2 support receive more intensive, individualized intervention at least three times per week for 5–8 minutes per session. Tier 3 instruction focuses on the student's persistent skill deficits and incorporates explicit, systematic, and multisensory instructional strategies to strengthen foundational literacy skills.

Teachers use evidence-based strategies and document student progress to adjust instruction as needed. These interventions are supplemental to core instruction and are designed to close early literacy gaps and build a strong foundation for future reading success.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST 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?
District STAR Reading	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
STAR CBM Reading	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4	☐ 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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 5 ☐ All Students ☒ Select Students			☐ Other
IXL Level Up Diagnostic in Real-Time Mode	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District created Comprehension Assessments (paper-based for K-2 or computer-based through the School City platform 2 nd – 5 th)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District created Phonics and Phonological Awareness Assessments (Based on UFLI)	☐ VPK ☐ PreK ☒ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District created or modified Fluency Assessments	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ Select Students			
UFLI Intervention Placement Test	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
DIBELS Maze	☐ 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.

The district utilizes a comprehensive Multi-Tiered System of Supports (MTSS) to identify and support students in grades K–3 who require Tier 2 or Tier 3 reading interventions. This process ensures that instructional decisions are data-driven and based on multiple sources of student performance data, including universal screening, diagnostic assessments, and classroom performance.

Identification and intervention planning occur through collaborative problem-solving meetings involving classroom teachers, administrators, and Curriculum Resource Teachers (CRTs). During these meetings, teams review student data to determine areas of need and develop individualized progress monitoring plans to guide intervention support.

For students identified with a Substantial Reading Deficiency or those exhibiting characteristics of dyslexia, parents are contacted to provide input and collaborate in the intervention planning process. Student progress is monitored regularly for both Tier 2 and Tier 3 interventions and reviewed during monthly MTSS meetings. Parents receive written communication each month regarding their child's progress and any recommended changes to intervention plans.

Universal Screening and Data Sources

All students in grades K–3 are screened using the following universal assessment tools:

- FAST STAR Early Literacy and FAST STAR Reading (Grades K–2)
- FAST ELA Assessments (PM1, PM2, PM3) (Grade 3)
- STAR CBM (K-2) and additional diagnostic tools provide deeper insights into specific areas of need.
- Classroom performance is also a key factor in identifying students who may benefit from targeted support.

Criteria for Tier 2 Interventions

- Grades K–2: Students who score below the 20th percentile on STAR Early Literacy (K) or STAR Reading (1st – 2nd) *and* demonstrate minimal reading competency based on classroom performance are placed in Tier 2 interventions.
- Grade 1: Students who are not able to pass the STAR Reading practice questions and take the STAR Early Literacy Assessment at PM1 and score a 40th PR or below (beginning of the year mid-level 1).
- Grade 3: Students who score below the 32nd percentile (Low Level 2) on PM1 or PM2 of the FAST ELA Assessment qualify for Tier 2 interventions.

Criteria for Tier 3 Interventions

Tier 3 interventions are reserved for students demonstrating significant reading challenges or who are identified as having a Substantial Reading Deficiency. These students receive intensive support from a teacher or paraprofessional who:

- Holds a literacy micro-credential, or
- Is certified or endorsed in reading.

Students qualifying for Tier 3 interventions include:

- Grades K–2:
 - Students who were retained the previous school year
 - Students scoring below the 10th percentile on STAR Early Literacy or STAR Reading
 - Students unable to complete STAR practice items on the designated grade-level assessment
 - Grade 1 – Students who take STAR Early Literacy at PM2
 - Grade 2 – Students who take STAR Early Literacy at PM 1 or PM2
 - Students exhibiting characteristics of dyslexia
 - Students scoring Level 1 on the prior year's PM3 assessment
- Grade 3:
 - Students scoring below the 20th percentile on PM1 or PM2 of FAST ELA
 - Students scoring Level 1 on the 2nd grade PM3 assessment
 - Students who were retained in 3rd grade
 - Students who scored Level 1 on the prior year's PM 3 Grade 3 FAST ELA Assessment
 - Students exhibiting characteristics of dyslexia

Role of Diagnostic Assessments

For all students identified for Tier 3 support, diagnostic assessments are administered to pinpoint specific skill deficits and ensure the intervention is appropriately targeted and effective.

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

The district utilizes a comprehensive, data-informed Multi-Tiered System of Supports (MTSS) to identify students in grades 4–5 who require Tier 2 and Tier 3 interventions in reading. This system ensures early identification, targeted support, and continuous progress monitoring, in alignment with best practices and state literacy requirements.

Identification and Placement Process

1. Data-Informed Screening:

All students in grades 4–5 participate in universal screening using the FAST ELA Assessment (Progress Monitoring 1, 2 and 3). These results, along with diagnostic assessments and classroom performance data, guide placement decisions within the MTSS framework, following the same procedures as in K-3.

Tier 2 Interventions

- Students scoring below the 32nd percentile (Low Level 2) on FAST ELA PM1 or PM2 are identified for Tier 2 reading interventions.

- Supports are delivered in small groups and focus on targeted reading skills in addition to core instruction.

Tier 3 Interventions

Students are identified for Tier 3 interventions if they meet any of the following criteria:

- Score below the 20th percentile on FAST ELA PM1 or PM2
- Scored a Level 1 on the FAST ELA Assessment PM 3 in the previous school year
- Were retained in the previous school year due to reading performance

These students are classified as having a substantial reading deficiency.

Tier 3 services include:

- Intensive, individualized or small group instruction
- Delivered by personnel with a reading endorsement, certification, or literacy micro-credential
- Layered support, with continued access to Tier 2 services

Role of Diagnostic Assessments

For all students identified for Tier 3 support, diagnostic assessments are administered to pinpoint specific skill deficits and ensure the intervention is appropriately targeted and effective.

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.

The district follows a multi-step, data-informed process to identify students in grades K–3 who may exhibit characteristics of dyslexia. The goal is early identification and immediate support through evidence-based interventions, including Tier 3 services.

Step 1: Universal Screening

All students in grades K–3 participate in district-wide universal screening assessments, including the FAST Assessment (e.g., STAR Early Literacy, STAR Reading, FAST ELA). Students who meet any of the following risk criteria are flagged for further evaluation:

- Grades K–2: Scoring at or below the 10th percentile on any administration of FAST.
- Grade 3: Scoring at or below the 20th percentile on any administration of FAST.

Step 2: Data-Based Indicators of Risk

In addition to percentile rankings, students demonstrating the following academic challenges may be referred for a dyslexia screener (e.g., STAR CBM):

- Kindergarten and 1st Grade: Difficulty learning letter names and sounds despite targeted instruction and practice.
- Grades K–2: Inability to pass 2 or more benchmark assessments such as the common UFLI assessments with 50% or higher.
- Grades 2–3: Persistent fluency difficulties, defined as scoring below 70% Words Correct Per Minute on two or more classroom cold read fluency passages.
- Grades K–3: Weaknesses in phonological awareness and/or phonics as indicated by subtest performance on STAR Early Literacy or STAR Reading.

Step 3: Dyslexia Screener Administration

Students who meet any of the above criteria are administered a validated dyslexia screener (e.g., STAR CBM) to further assess for indicators consistent with dyslexia.

- STAR CBM: Score is in the Intervention level (red).
 - The STAR CBM test should include one of the rapid naming tests as appropriate.

Step 4: Intervention and Progress Monitoring

Students identified through the screener as exhibiting characteristics of dyslexia are immediately:

- Placed on an Individual Progress Monitoring Plan (IPMP),
- Provided with Tier 2 and Tier 3 interventions, tailored to address specific skill deficits in areas such as phonemic awareness, decoding, and fluency.

The district ensures that all interventions are structured, systematic, and based on the science of reading, with ongoing progress monitoring to adjust instruction as needed.

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 identified as potentially displaying characteristics of dyslexia—either through teacher observation, parent concern, or performance on standardized assessments—targeted screening is initiated as soon as possible.

The district utilizes a combination of evidence-based tools to ensure accurate and comprehensive data collection. These screeners include:

- STAR Reading Curriculum-Based Measurement (CBM) – to assess foundational literacy skills, including phonemic awareness, decoding, fluency, and rapid naming.

The selected screener(s) are administered based on the student’s grade level, literacy history, and presenting needs. The results are used to inform instructional planning and initiate interventions aligned with dyslexia-specific characteristics.

This approach ensures early identification and supports timely, targeted interventions to address the individual needs of each student.

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

For grades K–5, Bradford County School District uses a structured, continuous improvement process to identify and solve problems related to Tier 1 instruction. This process ensures all students receive high-quality, standards-aligned core instruction and that instructional concerns are identified early and addressed through data analysis, collaboration, coaching, and professional learning.

The effectiveness of Tier 1 instruction is monitored using multiple sources of student performance data. Universal screening assessments, including STAR and FAST, are administered three times per year to measure student performance and growth in reading. In addition, benchmark-based district assessments are administered regularly using paper-based assessments in grades K–2 and School City in grades 3–5. These assessments provide ongoing data related to student mastery of grade-level standards and help identify strengths and weaknesses in core instruction.

A formal process is in place to identify Tier 1 instructional concerns through monthly data meetings. During these meetings, administrators, instructional coaches, and Curriculum Resource Teachers (CRTs) review benchmark-based district assessment data to identify classroom and schoolwide trends. Teams analyze student performance patterns, including areas of strength and concern, to determine whether instructional challenges are related to curriculum alignment, lesson pacing, instructional delivery, or standards requiring additional instructional emphasis.

To address identified concerns, teachers engage in standards-based planning and instruction using curriculum-to-standards crosswalks to ensure alignment between instructional materials and Florida’s B.E.S.T. Standards. Teachers also participate in monthly Communities of Practice, where they collaboratively analyze student data, discuss instructional challenges, and identify solutions to improve core instruction. These collaborative planning structures allow teachers to address weaknesses in curriculum implementation and instructional pacing in a timely manner.

Vertical team planning further supports this process by helping educators identify instructional gaps across grade levels and ensuring consistency in instructional expectations and student learning progression. This collaboration helps create a cohesive instructional framework across grades K–5.

Instructional quality is also monitored through regular classroom walkthrough observations conducted by both administrators and instructional coaches/CRTs. Walkthroughs provide real-time insight into instructional practices, student engagement, and delivery of core instruction. Following observations, educators receive actionable feedback during post-observation conferences to support instructional refinement and strengthen classroom practices.

Additionally, Instructional Coaching Cycles provide targeted, job-embedded support to teachers based on identified instructional needs. Coaches work alongside teachers to model lessons, support planning, analyze student data, and refine instructional strategies. This individualized support helps teachers strengthen Tier 1 instruction and improve student outcomes.

Professional learning opportunities further enhance Tier 1 effectiveness by providing ongoing training in evidence-based instructional practices, curriculum implementation, and data analysis. These learning opportunities are aligned to district needs identified through assessment data and classroom observations.

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

For grades K–5, we use a structured, data-driven process to monitor, evaluate, and improve the effectiveness of Tier 2 interventions. This process ensures that students receiving supplemental intervention

support are making adequate progress and that instructional adjustments are made promptly when needed.

The effectiveness of Tier 2 interventions is monitored through a combination of curriculum-based assessments, diagnostic tools, and regular progress monitoring. Multiple data sources are used to determine whether students are responding to targeted intervention and making progress toward grade-level expectations.

Several intervention programs and assessment tools are used to monitor student progress, including:

- SRA Reading Mastery and Corrective Reading, which include built-in mastery checks every five lessons to assess student understanding and guide instructional adjustments.
- STAR Reading Curriculum-Based Measures (CBM), which provide benchmark and ongoing progress-monitoring data to measure reading growth and intervention effectiveness.
- UFLI Foundations Progress Monitoring Tools, which assess foundational reading skills and help determine whether students are developing essential phonics and decoding skills.
- IXL Diagnostic Updates, which provide real-time data on student performance and identify strengths and skill gaps for targeted instructional planning.
- STAR Reading assessments, which provide standardized data on reading achievement and growth.

Tier 2 progress monitoring is conducted every 2–4 weeks to ensure timely identification of student growth or areas of concern. This frequent monitoring allows educators to quickly determine whether interventions are effective or whether adjustments are needed.

A formal problem-solving process is used to identify concerns related to Tier 2 intervention effectiveness. Student progress data is reviewed during monthly MTSS/data meetings involving teachers, administrators, instructional coaches, and CRTs. During these meetings, teams analyze progress-monitoring data, intervention performance trends, and student response patterns to determine whether current interventions are adequately meeting student needs.

When data indicates that a student is not making sufficient progress in Tier 2, the team collaborates to identify the root cause and determine next steps. Adjustments may include modifying instructional strategies based on student needs, changing the intervention group or instructor, or increasing the amount of intervention time provided. These decisions are driven by student data and designed to ensure interventions remain targeted and effective.

If a student continues to demonstrate limited progress despite these intervention adjustments, the MTSS team may recommend moving the student to Tier 3 for more intensive intervention and support.

Intervention quality is further monitored through classroom walkthroughs, which provide insight into instructional delivery, student engagement, and implementation of intervention practices. Walkthrough feedback helps ensure intervention sessions are aligned with student needs and delivered effectively.

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

For grades K–5, Bradford County School District uses a structured, intensive, and data-driven process to monitor, evaluate, and improve the effectiveness of Tier 3 interventions. This process ensures that students with the most significant academic needs receive highly targeted support and that interventions are continuously adjusted based on student performance data.

The effectiveness of Tier 3 interventions is monitored through frequent progress monitoring using assessment tools aligned to the specific intervention program. When intervention programs include built-in assessment measures, those assessments are used to track student progress and monitor mastery of targeted skills. In cases where program-specific assessments are not available, STAR Reading Curriculum-Based Measurement (CBM) tools are used to ensure consistent and reliable progress monitoring aligned to student instructional goals.

Students receiving Tier 3 support are progress monitored every two weeks using curriculum-based measures and/or intervention-specific assessments. This frequent monitoring provides timely, actionable data that allows educators to quickly determine whether students are responding adequately to intervention or whether additional adjustments are necessary.

A formal problem-solving process is used to identify concerns related to Tier 3 intervention effectiveness. Student progress data is reviewed during monthly MTSS meetings involving teachers, administrators, instructional coaches, and/or CRTs. During these meetings, teams analyze student progress-monitoring data, evaluate intervention effectiveness, and identify barriers that may be impacting student growth.

Tier 3 interventions are designed to be more intensive than Tier 2 interventions and typically involve smaller group sizes to provide more targeted instruction and increased opportunities for individualized support. This increased intensity allows educators to address significant skill deficits more directly and efficiently.

When data indicates that a student is not making sufficient progress in Tier 3, the team collaborates to identify the root cause and determine appropriate next steps. Adjustments may include increasing intervention time, changing the intervention program, or modifying instructional strategies to better align with student needs. If limited progress continues despite these intensified supports, the team may recommend referral for additional evaluations or specialized services to ensure the student receives the appropriate level of support.

Parent involvement is an essential component of the Tier 3 problem-solving process. Parents are invited to participate in MTSS meetings and parent conferences to discuss student progress, intervention effectiveness, and next steps for support. In addition, parents receive monthly written communication regarding their child's progress and any adjustments to intervention plans. This ongoing communication promotes collaboration between school and home and ensures families remain informed and engaged in the intervention process.

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: <i>To be considered on track at the start of the school year, students should meet one or more of the following benchmarks based on their grade level:</i> Kindergarten (Gr. K) - FAST STAR Early Literacy: 30th PR (Mid-level 2) or higher on Progress Monitoring (PM) 1 - AND/OR STAR CBM's: Green in Letter Naming Grade 1 (Gr. 1) - FAST STAR Reading: 25th PR (Mid-level 2) or higher on PM 1 - AND/OR STAR CBM's: Green in Expressive Nonsense Words - AND/OR FAST PM 3 (from the end of Kindergarten): Level 3 or higher on FAST STAR Early Literacy or FAST STAR Reading Grade 2 (Gr. 2) - FAST STAR Reading: 38th PR (Mid-level 2) or higher on PM 1 - AND/OR STAR CBM's: Green in Passage Oral Reading - AND/OR FAST PM 3 (from Grade 1): Level 3 or higher on FAST STAR Reading Grades 3, 4, and 5 - FAST ELA: 32nd PR (Mid-level 2) or higher on PM 1 - AND/OR FAST ELA PM 3 (from prior spring): Level 3 or higher - AND/OR STAR Reading: Level 3 or higher 3rd Grade – 967 Unified scale score or above 4th Grade – 1013 Unified scale score or above 5th Grade – 1040 Unified scale score or above	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. - Maintaining grade-level expectations on STAR Early Literacy, STAR Reading and/or FAST ELA score of level 3 or higher - Student is passing the Common District Reading Comprehension tests (paper-based for K-2 or in the School City platform for 2nd - 5th) and/or UFLI Assessments (K-2) with a 70% or higher. - Student STAR CBM's scores are in the Green.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
HMH Into Reading	2026
UFLI Foundations (supplemental)	2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Grades K-2 - FAST STAR Early Literacy / Reading: Low Level 2 on PM 2 - KG: 29th PR or below 1st: 24th PR or below	

- 2nd: 38th PR or below
- AND/OR STAR CBM's: score in the Blue
 - KG – Letter Naming for PM 1 and/or Letter Sounds for PM 2
 - 1st – Expressive Nonsense Words and/or Passage Oral Reading at PM 2
 - 2nd – Passage Oral Reading at PM 2
- AND/OR consistently scores below 70% on district common assessments

Grades 3-5

- FAST ELA: 31st PR (Low Level 2) or below on PM 2
- AND/OR STAR Reading: Level 2
 - 3rd Grade – 912 - 966 Unified scale score
 - 4th Grade – 972 - 1012 Unified scale score
 - 5th Grade – 993 - 1039 Unified scale score
- AND/OR consistently scores below 70% on district common assessments

Students who score below the 20th PR (Level 1) on FAST STAR Early Literacy or FAST STAR Reading or below the 32nd PR (Low Level 2) on FAST ELA PM 1 or PM2 will be referred to the problem-solving team to make an appropriate placement for the student.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

*To be considered in need of Tier 2 at the start of the school year, students should meet **more than one** of the following criteria based on their grade level:*

Grades K-2

- Grade K FAST STAR Early Literacy: 20th PR or below on PM 1
- OR Grade 1 & 2: FAST STAR Reading: 20th PR or below on PM 1
- OR Grade 1: Students who are not able to pass the STAR Reading practice questions and take the STAR Early Literacy Assessment at PM1 and score a Level 1 (62PR).
- AND/OR FAST PM 3 (from previous year): Level 2 on FAST STAR Reading / STAR Early Literacy
- AND/OR STAR CBM's: score in the Blue
 - KG – Letter Naming for PM 1
 - 1st – Expressive Nonsense Words for PM 1
 - 2nd – Passage Oral Reading at PM 1 or PM 2

Grades 3-5

- FAST ELA: 32nd PR or below on PM 1 (low level 2)
- AND/OR FAST ELA PM 3 (from prior spring): Level 2
- AND/OR STAR Reading Level 2
 - 3rd Grade – 912 - 966 Unified scale score
 - 4th Grade – 972 - 1012 Unified scale score
 - 5th Grade – 993 - 1039 Unified scale score

Number of times per week interventions are provided: 3-5 days per week

Number of minutes per intervention session: 15 – 30 minutes

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Magnetic Reading Foundations (Grades K-2)	Moderate	Listed on the ELA K-3 Intervention Materials from FLDOE
Magnetic Reading (Grades 3-5)	Moderate	
UFLI Foundations (reteach K-2)	Not identified as meeting strong, moderate or promising levels of evidence.	Listed on the ELA K-3 Intervention Materials from FLDOE
Heggerty Phonemic Awareness Curriculum	Not identified as meeting strong, moderate or promising levels of evidence.	Heggerty Phonemic Awareness Curriculum does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters; Strong Evidence. This recommendation was built into the program as students learn to recognize and manipulate segments of sound in speech through practice with onsets, blending, phonemes, and segmenting. The district will support and monitor implementation of this program by conducting walkthroughs and data chats, including professional learning and/or coaching cycles by the Literacy Coaches or CRTs.
Reading Mastery	Promising	
Corrective Reading - Elementary	Promising	
Reading Fluency and Comprehension Instructional Practices	Not identified as meeting strong, moderate or promising levels of evidence.	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 2: Provide purposeful fluency-building activities to help students read effortlessly; Strong Evidence; and Recommendation 3: 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. Some of the resources that are used to support this work are the FCRR Student Centers, iXL group jams, trade books, I-Ready Toolbox, and CommonLit.org. The district will support and monitor implementation of this instructional practice through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.

My Reading Academy (Age of Learning)	Moderate	Listed on the ELA K-3 Intervention Materials from FLDOE
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)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Within the programs listed above, the students have opportunities to use the following multisensory strategies: • Manipulation of letters and words • Elkonin boxes • Bead strings for phonemic awareness • Writing using dry erase boards • Auditory responses • Magnetic letters • Finger tapping • Using manipulatives to break apart and put together words		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Grades K-2 • FAST STAR Early Literacy / Reading: 20th PR or below on PM 2 • AND/OR STAR CBM's: score in the Red ○ KG – Letter Naming and/or Letter Sounds for PM 2 ○ 1st – Expressive Nonsense Words and/or Passage Oral Reading at PM 2 ○ 2nd – Passage Oral Reading at PM 2 • AND/OR consistently scores below 50% on district common assessments • AND/OR Students who are not able to pass the FAST STAR Reading practice questions and take the FAST STAR Early Literacy Assessment at PM2 (Grades 1-2) Grades 3-5 • FAST ELA: 20th PR or below on PM 2 • AND/OR STAR Reading: Level 1 ○ 3rd Grade – below 912 Unified scale score ○ 4th Grade – below 972 Unified scale score ○ 5th Grade – below 993 Unified scale score • AND/OR consistently scores below 50% on district common assessments		

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:

*To be considered in need of Tier 3 at the start of the school year, students should meet **more than one** of the following criteria based on their grade level:*

Grades K-2

- FAST STAR Early Literacy or FAST STAR Reading: 10th PR or below
- AND/OR Students unable to complete FAST STAR Early Literacy practice items
- AND/OR Students exhibiting characteristics of dyslexia
- AND/OR Students who were retained the previous year
- AND/OR Students scoring Level 1 on the prior year's FAST PM3 assessment
- AND/OR STAR CBM's: score in the Red
 - KG – Letter Naming for PM 1
 - 1st – Expressive Nonsense Words for PM 1
 - 2nd – Passage Oral Reading at PM 1

Grades 3-5

- FAST ELA: at 20th PR or below
- AND/OR FAST ELA PM 3 (from prior spring): Level 1
- AND/OR Students who were retained the previous year
- AND/OR Students exhibiting characteristics of dyslexia

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

Number of minutes per intervention session: 15 – 20 minutes

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)
Magnetic Reading Foundations (Grades K-2)	Moderate	
Magnetic Reading (Grades 3-5)	Moderate	
SRA Early Reading Tutor	Not identified as meeting strong, moderate or promising levels of evidence.	SRA Early Reading Tutor 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 WWC Practice Guide, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters; Strong Evidence. These recommendations were built into the program by having the students isolate phonemes, segment words, and blend sounds or words each day building as the student progresses. There is a continuous review of the sounds and words learned. The district will support and monitor

		implementation of this program by MTSS documentation and walkthroughs, including coaching cycles or CRT/Literacy Coaching support for professional learning.
UFLI Foundations (Grades 3-5)	Not identified as meeting strong, moderate or promising levels of evidence.	UFLI Foundations 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 WWC Practice Guide. Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words; Strong Evidence; and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; Strong Evidence. The program meets the recommendation through the blending drills, sound-spelling pattern work, reading and spelling decodable words in isolation and in connected texts. Students also work on irregular words/high-frequency words in isolation and in connected texts. As students' progress, they work with more complex words that include several prefixes and suffixes. The district will support and monitor implementation of this program through classroom walkthroughs and coaching sessions, including professional learning for new and experienced teachers during pre-planning and targeted sessions based on walkthroughs as needed throughout the school 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)
SIPPS	Moderate	
Edmark (Print version)	Not identified as meeting strong, moderate or promising levels of evidence.	Edmark Reading Program 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 WWC Practice Guide, Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words; Strong Evidence) and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension; Moderate Evidence. Providing Reading Interventions for Students in Grades 4-9 WWC Practice Guide: Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words; Strong Evidence; and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; Strong Evidence. These recommendations were built into the program by helping students to recognize words often seen in texts and practicing those words in connected text. The district will support and monitor implementation of this program by MTSS documentation and walkthroughs, including coaching cycles or CRT/Literacy Coaching support for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Within the programs listed above, the students have opportunities to use the following multisensory strategies: • Manipulation of letters and words • Elkonin boxes • Bead strings for phonemic awareness • Writing using dry erase boards • Auditory responses • Magnetic letters • Finger tapping • Using manipulatives to break apart and put together words		

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: We hold the Summer Reading Camp in the month of June on Monday through Friday from 8:00 – 2:00. We give the alternative assessment in the last two days of camp. Below is the approximate schedule for each day. 8:00 – 8:15 – Finish breakfast and prepare for class 8:15 – 8:55 – UFLI Foundations - phonological awareness and phonics instruction 8:55 – 9:55 – Magnetic Reading – Comprehension instruction 10:00 – 10:30 – Syllabication and fluency instruction and practice 10:30 – 10:55 – Read aloud – fluency modeled, oral language, vocabulary, and comprehension practice 11:00 – 11:30 – recess 11:30 – 12:00 – Lunch 12:00 – 1:00 – Small group instruction based on student needs 1:00 – 1:30 – Explicit Vocabulary instruction – focused on 3rd grade academic words 1:30 – 1:50 – Independent reading practice 1:50 – 2:00 – clean up and dismissal Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): • Magnetic Reading – Moderate ESSA Rating

• UFLI Foundations – See verbiage on page 24
Alternative Assessment Used: SAT-10 and/or STAR Reading
Additional Information (optional): All teachers in the program are highly effective teachers who are endorsed or certified in reading. The Paraprofessional that supports the teachers also has a literacy micro-credential.

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.
Grade 6

8. Grade 6 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	☒ 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?
District STAR Reading	☒ Grade 6 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
STAR CBM Reading	☒ Grade 6 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
		☐ Comprehension		☒ As Needed ☐ Other
IXL Level Up Diagnostic in Real-Time mode	☒ Grade 6 ☒ 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 created Comprehension Assessments (Computer-based through the School City platform)	☒ Grade 6 ☒ 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
UFLI Intervention Placement Test	☒ Grade 6 ☐ 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
Florida StudySync Benchmark Assessments	☒ Grade 6 ☒ 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
Florida StudySync Readiness Screener	☒ Grade 6 ☐ 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

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
Florida StudySync Fluency Assessment	☒ Grade 6 ☐ 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
Florida StudySync Maze Fluency Assessment	☒ Grade 6 ☐ 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
Heggerty Phonemic Awareness Assessment	☒ Grade 6 ☐ 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
SIPPS Placement Test	☒ Grade 6 ☐ 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

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

The district utilizes a comprehensive, data-informed Multi-Tiered System of Supports (MTSS) to identify students in grade 6 who require Tier 2 and Tier 3 interventions in reading. This system ensures early identification, targeted support, and continuous progress monitoring, in alignment with best practices and state literacy requirements.

Data-Informed Screening:

All students in grade 6 participate in universal screening using the FAST ELA Assessment (Progress

Monitoring 1, 2 and 3). These results, along with diagnostic assessments and classroom performance data, guide placement decisions within the MTSS framework.

Tier 2 Interventions

- Students scoring the 28th percentile (Low Level 2) or below on FAST ELA PM1 or PM2.
- Students scoring in the red on the Florida StudySync Benchmark tests.
- Supports are delivered in small groups and focus on targeted reading skills in addition to core instruction.

Tier 3 Interventions

- Score below the 20th percentile on FAST ELA PM1 or PM2
- Scored a Level 1 on the FAST ELA Assessment in the previous school year
- Were retained in the previous school year due to reading performance

These students are classified as having a substantial reading deficiency.

Tier 3 services include:

- Intensive, individualized or small group instruction
- Delivered by personnel with a reading endorsement, certification, or literacy micro-credential
- Layered support, with continued access to Tier 2 services

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

Bradford County School District uses a structured, continuous improvement process to identify and solve problems related to Tier 1 instruction. This process ensures all students receive high-quality, standards-aligned core instruction and that instructional concerns are identified early and addressed through data analysis, collaboration, coaching, and professional learning.

The effectiveness of Tier 1 instruction is monitored using multiple sources of student performance data. Universal screening assessments, including STAR and FAST, are administered three times per year to measure student performance and growth in reading. In addition, benchmark-based district assessments are administered regularly using School City. These assessments provide ongoing data related to student mastery of grade-level standards and help identify strengths and weaknesses in core instruction.

A formal process is in place to identify Tier 1 instructional concerns through monthly data meetings. During these meetings, administrators, instructional coaches, and Curriculum Resource Teachers (CRTs) review benchmark-based district assessment data to identify classroom and schoolwide trends. Teams analyze student performance patterns, including areas of strength and concern, to determine whether instructional challenges are related to curriculum alignment, lesson pacing, instructional delivery, or standards requiring additional instructional emphasis.

To address identified concerns, teachers engage in standards-based planning and instruction using curriculum-to-standards crosswalks to ensure alignment between instructional materials and Florida's B.E.S.T. Standards. Teachers also participate in monthly Communities of Practice, where they collaboratively analyze student data, discuss instructional challenges, and identify solutions to improve core instruction. These collaborative planning structures allow teachers to address weaknesses in curriculum implementation and instructional pacing in a timely manner.

Vertical team planning further supports this process by helping educators identify instructional gaps across grade levels and ensuring consistency in instructional expectations and student learning progression. This collaboration helps create a cohesive instructional framework across grades K–6.

Instructional quality is also monitored through regular classroom walkthrough observations conducted by both administrators and instructional coaches/CRTs. Walkthroughs provide real-time insight into instructional practices, student engagement, and delivery of core instruction. Following observations, educators receive actionable feedback during post-observation conferences to support instructional refinement and strengthen classroom practices.

Additionally, Instructional Coaching Cycles provide targeted, job-embedded support to teachers based on identified instructional needs. Coaches work alongside teachers to model lessons, support planning, analyze student data, and refine instructional strategies. This individualized support helps teachers strengthen Tier 1 instruction and improve student outcomes.

Professional learning opportunities further enhance Tier 1 effectiveness by providing ongoing training in evidence-based instructional practices, curriculum implementation, and data analysis. These learning opportunities are aligned to district needs identified through assessment data and classroom observations.

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

We use a structured, data-driven process to monitor, evaluate, and improve the effectiveness of Tier 2 interventions. This process ensures that students receiving supplemental intervention support are making adequate progress and that instructional adjustments are made promptly when needed.

The effectiveness of Tier 2 interventions is monitored through a combination of curriculum-based assessments, diagnostic tools, and regular progress monitoring. Multiple data sources are used to determine whether students are responding to targeted intervention and making progress toward grade-level expectations.

Several intervention programs and assessment tools are used to monitor student progress, including:

- STAR Reading Curriculum-Based Measures (CBM), which provide benchmark and ongoing progress-monitoring data to measure reading growth and intervention effectiveness.
- IXL Diagnostic Updates, which provide real-time data on student performance and identify strengths and skill gaps for targeted instructional planning.
- STAR Reading assessments, which provide standardized data on reading achievement and growth.

Tier 2 progress monitoring is conducted every 2–4 weeks to ensure timely identification of student growth or areas of concern. This frequent monitoring allows educators to quickly determine whether interventions are effective or whether adjustments are needed.

A formal problem-solving process is used to identify concerns related to Tier 2 intervention effectiveness. Student progress data is reviewed during monthly MTSS/data meetings involving teachers, administrators, instructional coaches, and CRTs. During these meetings, teams analyze progress-monitoring data, intervention performance trends, and student response patterns to determine whether current interventions are adequately meeting student needs.

When data indicates that a student is not making sufficient progress in Tier 2, the team collaborates to identify the root cause and determine next steps. Adjustments may include modifying instructional strategies based on student needs, changing the intervention group or instructor, or increasing the amount of intervention time provided. These decisions are driven by student data and designed to ensure interventions remain targeted and effective.

If a student continues to demonstrate limited progress despite these intervention adjustments, the MTSS team may recommend moving the student to Tier 3 for more intensive intervention and support.

Intervention quality is further monitored through classroom walkthroughs, which provide insight into instructional delivery, student engagement, and implementation of intervention practices. Walkthrough feedback helps ensure intervention sessions are aligned with student needs and delivered effectively.

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

Bradford County School District uses a structured, intensive, and data-driven process to monitor, evaluate, and improve the effectiveness of Tier 3 interventions. This process ensures that students with the most significant academic needs receive highly targeted support and that interventions are continuously adjusted based on student performance data.

The effectiveness of Tier 3 interventions is monitored through frequent progress monitoring using assessment tools aligned to the specific intervention program. When intervention programs include built-in assessment measures, those assessments are used to track student progress and monitor mastery of targeted skills. In cases where program-specific assessments are not available, STAR Reading Curriculum-Based Measurement (CBM) tools are used to ensure consistent and reliable progress monitoring aligned to student instructional goals.

Students receiving Tier 3 support are progress monitored every two weeks using curriculum-based measures and/or intervention-specific assessments. This frequent monitoring provides timely, actionable data that allows educators to quickly determine whether students are responding adequately to intervention or whether additional adjustments are necessary.

A formal problem-solving process is used to identify concerns related to Tier 3 intervention effectiveness. Student progress data is reviewed during monthly MTSS meetings involving teachers, administrators, instructional coaches, and/or CRTs. During these meetings, teams analyze student progress-monitoring data, evaluate intervention effectiveness, and identify barriers that may be impacting student growth.

Tier 3 interventions are designed to be more intensive than Tier 2 interventions and typically involve smaller group sizes to provide more targeted instruction and increased opportunities for individualized support. This increased intensity allows educators to address significant skill deficits more directly and efficiently.

When data indicates that a student is not making sufficient progress in Tier 3, the team collaborates to identify the root cause and determine appropriate next steps. Adjustments may include increasing intervention time, changing the intervention program, or modifying instructional strategies to better align with student needs. If limited progress continues despite these intensified supports, the team may recommend referral for additional evaluations or specialized services to ensure the student receives the appropriate level of support.

Parent involvement is an essential component of the Tier 3 problem-solving process. Parents are invited to participate in MTSS meetings and parent conferences to discuss student progress, intervention effectiveness, and next steps for support. In addition, parents receive monthly written communication regarding their child's progress and any adjustments to intervention plans. This ongoing communication promotes collaboration between school and home and ensures families remain informed and engaged in the intervention process.

Grade 6 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: - FAST ELA: 29th PR (Mid-Level 2) or higher on PM 1 - AND/OR FAST ELA PM 3 (from prior spring): Level 3 or higher - AND/OR STAR Reading: Level 3 or higher (1057 Unified Scale Score or higher) - AND/OR Florida StudySync Benchmark test: score in the green	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. - Maintaining grade-level expectations on STAR Reading and/or FAST score of level 3 or higher - Student is passing the Common District Reading tests in the School City platform with a 70% or higher. - Score is in the green on the Florida StudySync Benchmark tests	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Florida Studysync Language Arts 1	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - FAST ELA: 28th PR (Low Level 2) on PM 2 - AND/OR STAR Reading: Level 2 (1009 - 1056 Unified Scale Score) - AND/OR consistently scores below 70% on common district assessments	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: <i>To be considered in need of Tier 2 at the start of the school year, students should meet more than one of the following criteria based on their grade level:</i> - FAST ELA: 28th PR (Low Level 2) or below on PM 1 - AND/OR FAST ELA PM 3 (from prior spring): Level 2 or below - AND/OR STAR Reading Level 2 (1009 - 1056 Unified Scale Score) - AND/OR Score in the red on the Florida StudySync Benchmark tests - AND/OR Consistently scores a Level 1 or Level 2 on FAST ELA over multiple years		
Number of times per week interventions are provided: 3-5 days Number of minutes per intervention session: 15 – 20 minutes Course(s) where interventions take place: 6 th grade ELA or Intervention block		
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)
Reading Fluency and Comprehension Instructional Practices	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage listed on page 25

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)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • FAST ELA: 20th PR (Level 1) or below on PM2 • AND/OR STAR Reading: Level 1 (below 1009 Unified Scale Score) • AND/OR consistently scores below 50% on district common assessments		
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: <i>To be considered in need of Tier 3 at the start of the school year, students should meet more than one of the following criteria based on their grade level:</i> • FAST ELA: 20th PR or below on PM 1 • AND/OR FAST ELA PM 3 (from prior spring): Level 1 • AND/OR Retained the previous year • AND/OR Consistently scores a Level 1 on FAST ELA over multiple years		
Number of times per week interventions are provided: 2-3 days Number of minutes per intervention session: 15 – 20 minutes Course(s) where interventions take place: 6 th grade ELA block, Resource, or 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)
Reading Fluency and Comprehension Instructional Practices	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage listed on page 25
UFLI Foundations	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage listed on page 27
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)

SIPPS	Moderate	
Corrective Reading - Elementary	Promising	
Edmark (Print version)	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage listed on page 28
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Grades 7-8

10. Grades 7-8 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 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 7-8 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?
District created Comprehension Assessments (Computer-based through the School City platform)	☒ 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
Lexi PowerUp Literacy Diagnostic	☒ 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
UFLI Intervention Placement Test	☒ 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
Florida StudySync Benchmark Assessments	☒ Grade 7 ☒ Grade 8 ☒ All Students	☐ Oral Language ☐ Phonological Awareness	☒ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

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?
	☐ Select Students	☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☒ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Florida StudySync Readiness Screener	☒ 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
Florida StudySync Fluency Assessment	☒ 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
Florida StudySync Maze Fluency Assessment	☒ 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
Heggerty Phonemic Awareness Assessment	☒ 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
SIPPS Placement Test	☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics	☐ Screening ☐ Progress Monitoring ☒ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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?
		☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Core Phonics Survey	☒ 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

11. Describe the district's process (e.g., MTSS) for identifying grades 7-8 students in need of Tier 2/Tier 3 interventions.

The district utilizes a comprehensive, data-informed Multi-Tiered System of Supports (MTSS) to identify students in grades 7-8 who require Tier 2 and Tier 3 interventions in reading. This system ensures early identification, targeted support, and continuous progress monitoring, in alignment with best practices and state literacy requirements.

Data-Informed Screening:

All students in grades 7-8 participate in universal screening using the FAST ELA Assessment (Progress Monitoring 1, 2 and 3) and Florida StudySync Benchmark tests. These results, along with diagnostic assessments and classroom performance data, guide placement decisions within the MTSS framework.

Tier 2 Interventions

- Student scoring below the 33rd percentile (Low Level 2) on FAST ELA PM1 or PM2
- Student scoring in the yellow on the Florida StudySync Benchmark tests
- Student consistently scores a Level 1 or Level 2 on FAST ELA over multiple years
- Supports are delivered in small groups and focus on targeted reading skills in addition to core instruction.

Tier 3 Interventions

Students are identified for Tier 3 interventions if they meet any of the following criteria:

- Scored a Level 1 on the FAST ELA Assessment PM 3 in the previous school year
- Students scoring in the red on the Florida StudySync Benchmark tests
- Student consistently scores a Level 1 on FAST ELA over multiple years

Tier 3 services include:

- Intensive, individualized or small group instruction
- Delivered by personnel with a reading endorsement, certification, or literacy micro-credential
- Layered support, with continued access to Tier 2 services

Role of Diagnostic Assessments

For all students identified for Tier 3 support, diagnostic assessments are administered to pinpoint specific skill deficits and ensure the intervention is appropriately targeted and effective.

11. For grades 7-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

For grades 7–8, the district has established a systematic process to identify and address problems related to the effectiveness of Tier 1 instruction, ensuring that all students receive high-quality, standards-aligned core instruction. This process emphasizes ongoing data analysis, instructional monitoring, collaboration, and targeted support to continuously improve teaching and learning outcomes.

The effectiveness of Tier 1 instruction is monitored through multiple data sources and instructional review processes. Universal screening and growth monitoring assessments, including Florida StudySync Benchmark tests and FAST assessments, are administered three times per year to evaluate student performance and academic growth in reading. These assessment results provide critical data on student proficiency, growth trends, and areas of instructional need.

In addition to formal assessment data, classroom walkthrough observations are conducted regularly by administrators, instructional coaches, and instructional support staff to monitor instructional delivery and classroom practices in real time. These observations focus on the implementation of standards-based instruction, student engagement, instructional rigor, and alignment to district and state expectations. Following walkthroughs, teachers participate in post-observation conferences where strengths are identified, areas for improvement are discussed, and actionable feedback is provided to support instructional refinement.

Progress monitoring data and benchmark-based assessment results are also reviewed during monthly data chats and collaborative data meetings. These meetings provide structured opportunities for teachers, school administrators, and academic coaches to analyze student performance, identify trends, and determine whether Tier 1 instruction is effectively meeting student needs. Through this process, instructional gaps, skill deficits, and areas requiring additional support or enrichment are identified.

To address challenges and improve Tier 1 instruction, teachers engage in standards-based planning and collaborative team planning through Communities of Practice. During these collaborative sessions, educators analyze student data, review instructional outcomes, identify gaps in curriculum implementation, and adjust instructional pacing or strategies as needed to better support student learning.

Targeted instructional coaching is also a key component of the problem-solving process. Based on identified instructional needs, teachers receive job-embedded coaching and support through the district’s coaching model. Coaches work alongside teachers to model best practices, provide instructional resources, support lesson planning, and strengthen classroom implementation of evidence-based instructional strategies.

Additionally, professional learning opportunities are provided based on trends identified through assessment data, walkthroughs, and coaching cycles. These professional development sessions are designed to address specific instructional needs and build teacher capacity in delivering effective Tier 1 instruction.

12. For grades 7-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

For grades 7–8, the district has established structured processes and procedures to identify and address challenges related to the effectiveness of Tier 2 interventions. These processes ensure that students

receiving supplemental support are provided with targeted, data-driven interventions designed to address identified skill deficits and accelerate academic growth.

The effectiveness of Tier 2 interventions is monitored through multiple data sources and ongoing progress checks to determine whether interventions are successfully closing learning gaps. Standards-based assessments, including School City assessments, are administered regularly to measure student growth and monitor progress toward grade-level expectations. These assessments provide valuable data on student performance, skill mastery, and areas where additional support may be needed.

In addition to assessment data, ongoing progress monitoring is used to evaluate how well students are responding to intervention. Student performance data is reviewed regularly to determine whether targeted instruction is effectively addressing specific academic deficits and promoting measurable growth.

Classroom walkthroughs are also conducted by administrators, instructional coaches, and instructional support staff to observe Tier 2 intervention implementation and instructional practices. These observations focus on implementation fidelity, instructional pacing, student engagement, and alignment of intervention strategies to student needs. Walkthrough data helps identify strengths in intervention delivery as well as areas requiring additional support or adjustment.

Data chats and collaborative problem-solving meetings are held with teachers, school administrators, and academic coaches to review intervention data and analyze student performance trends. During these meetings, teams evaluate whether students are responding adequately to intervention and make data-informed decisions regarding next steps. This may include continuing the current intervention, modifying instructional strategies, adjusting group size, increasing intervention frequency or intensity, or considering additional supports if sufficient progress is not evident.

To improve the effectiveness of Tier 2 interventions, educators also receive targeted instructional coaching and professional learning based on identified needs. Coaching support helps strengthen intervention delivery, improve implementation fidelity, and ensure that evidence-based practices are consistently used. Professional learning opportunities are provided to build teacher capacity in intervention planning, progress monitoring, and targeted instructional strategies.

13. For grades 7-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

For grades 7–8, the district has established a comprehensive and collaborative process to identify and address challenges related to the effectiveness of Tier 3 interventions. These processes ensure that students receiving intensive intervention support are provided with targeted, responsive instruction designed to address significant skill deficits and accelerate student growth.

The effectiveness of Tier 3 interventions is monitored through multiple data sources, ongoing progress monitoring, and structured collaborative problem-solving. Schools conduct regular data meetings and Multi-Tiered System of Supports (MTSS) problem-solving meetings to review student progress, analyze intervention outcomes, and determine whether interventions are effectively addressing student needs. These meetings provide a structured framework for educators, administrators, and support staff to engage in data-driven decision-making and collaboratively identify barriers to student success.

Weekly assessment data and progress monitoring results are reviewed to evaluate student response to intervention and determine the effectiveness of current supports. Both quantitative data, such as assessment scores and progress monitoring results, and qualitative data, including teacher observations and student performance trends, are considered when evaluating intervention effectiveness. This

comprehensive review allows teams to determine whether interventions should continue as designed, be intensified, or be adjusted to better address individual student needs.

Classroom walkthroughs and literacy-focused observations are conducted by district staff, school-based administrators, and instructional coaches to monitor the implementation and fidelity of Tier 3 interventions. These observations focus on instructional delivery, intervention alignment, student engagement, pacing, and adherence to evidence-based practices. Monitoring fidelity ensures interventions are being implemented as intended and helps identify areas where additional support may be needed.

When concerns are identified through walkthroughs or data reviews, targeted instructional coaching and professional learning are provided to strengthen intervention delivery and teacher effectiveness. Instructional coaching cycles support teachers through collaborative planning, modeling of intervention strategies, classroom support, and reflective feedback. This job-embedded coaching helps educators refine instructional practices and improve implementation of intensive interventions.

Additionally, professional learning opportunities are offered based on identified needs to build teacher capacity in intervention planning, progress monitoring, and evidence-based instructional practices. These learning opportunities ensure educators are equipped with the tools and strategies needed to deliver effective Tier 3 interventions.

Grades 7-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: - FAST ELA PM 3 (from prior spring): Level 3 or higher - AND/OR FAST ELA Level 2 or greater on PM 1 - AND/OR Florida StudySync Benchmark test: score in the green	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. - Maintaining FAST score of level 3 or higher - Passing the Common District Reading tests in the School City platform with a 70% or higher - Score is in the green on the Florida StudySync Benchmark tests	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Florida StudySync Language Arts 2 & 3	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - FAST ELA Level 1 or Low Level 2 on PM1 or PM2 - AND/OR consistently scores below 70% on common assessments - AND/OR Florida StudySync Benchmark tests: score in the yellow	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: <i>To be considered in need of Tier 2 at the start of the school year, students should meet more than one of the following criteria based on their grade level:</i> - FAST ELA PM 3 (from prior spring): 33rd percentile (Low Level 2) or below - AND/OR Florida StudySync Benchmark tests: score in the yellow - AND/OR Consistently scores a Level 1 or Level 2 on FAST ELA over multiple years		
Number of times per week interventions are provided: 2-3 times per week Number of minutes per intervention session: 15-20 minutes Course(s) where interventions take place: ELA and/or Intensive Reading Class		
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)
Lexia PowerUp Literacy	Promising	
Reading Fluency and Comprehension Instructional Practices	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage listed on page 25

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)
UFLI Foundations	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage listed on page 27
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: - FAST ELA is at the 23rd PR or below on PM1 or PM2 - AND/OR consistently scores below 50% on common assessments.		
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: <i>To be considered in need of Tier 3 at the start of the school year, students should meet more than one of the following criteria based on their grade level:</i> - FAST ELA PM 3 (from prior spring): 23rd PR or below (Level 1) - AND/OR Florida StudySync Benchmark tests: score in the red - AND/OR Consistently scores a Level 1 on FAST ELA over multiple years		
Number of times per week interventions are provided: Daily Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: Intensive Reading Class or ELA Class		
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)
Reading Fluency and Comprehension Instructional Practices	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage listed on page 25
UFLI Foundations	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage listed on page 27
Ready Reading (Curriculum Associates)	Not identified as meeting strong, moderate or promising levels of evidence.	Ready Reading 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 3: Routinely use a set of comprehension building practices to help students make sense of the text;

		Strong Evidence and Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information; Moderate Evidence. These recommendations are implemented through explicit and systematic instruction focused on comprehension of complex text aligned to the science of reading. The district will support and monitor implementation of this instructional practice through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.
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)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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?
Savvas Benchmark Assessment	☐ 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
Reading Plus Diagnostic	☒ 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
Heggerty Phonemic Awareness Assessment	☒ 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
UFLI Intervention Placement Test	☒ Grade 9 ☒ Grade 10 ☒ Grade 11	☒ Oral Language ☒ Phonological Awareness	☐ Screening ☐ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 12 ☐ All Students ☒ Select Students	☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
District Modified Savvas Reading Assessments given in the School City Platform	☒ 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
Savvas ELA Tests given in the Savvas Platform	☐ 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.

The district uses a data-driven Multi-Tiered System of Supports (MTSS) framework to identify and support students in grades 9–12 who require additional intervention in reading. The primary screening tool is the previous year's PM3 FAST ELA Assessment, and placement decisions are made based on student performance:

- Grades 9–10:
 - Students who score a 32nd PR or below (Low Level 2) on the previous year's PM3 FAST ELA Assessment and/or consistently score at Level 1 or 2 on FAST ELA over multiple years are identified for Tier 2 interventions. These students receive targeted support aimed at addressing specific skill gaps while continuing with core instruction.
 - Students who score a Level 1 on the previous year's PM3 FAST ELA Assessment and/or consistently score at Level 1 on FAST ELA over multiple years are placed in Tier 3 Intensive Reading interventions, receiving more frequent and individualized instruction delivered by teachers who are certified or endorsed in reading or have earned a literacy micro-credential.
- Grades 11–12:
 - Students who score a Level 1 or 2 on the previous year's PM3 FAST ELA Assessment (or the 10th grade PM 3 FAST ELA assessment) are placed directly into Tier 3 Intensive Reading interventions. These interventions are delivered by educators with a reading endorsement,

certification, or literacy micro-credential, ensuring instruction is aligned with best practices for struggling readers at the secondary level.

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

For grades 9–12, the district utilizes a comprehensive, data-driven continuous improvement process to identify and solve problems related to the effectiveness of Tier 1 instruction. This process combines assessment data, collaborative planning, classroom observations, instructional coaching, and professional learning to ensure core instruction remains rigorous, standards-aligned, and responsive to student needs.

The effectiveness of Tier 1 instruction is monitored through multiple data sources and ongoing collaborative practices. FAST assessments or Savvas Benchmark Assessments are administered three times per year to evaluate student performance, measure growth, and identify trends related to the effectiveness of core instruction. In addition to FAST and Savvas data, teachers and school leaders analyze classroom-based assessments and progress monitoring data to identify strengths, gaps, and areas requiring instructional adjustments.

To support problem identification and instructional improvement, schools implement standards-based planning to ensure instruction is aligned to grade-level benchmarks and district expectations. Teachers participate in regular collaborative planning through Communities of Practice, where they review instructional pacing, discuss student performance, identify areas of concern within the curriculum, and refine instructional strategies to better meet student needs. These collaborative structures promote consistency in instructional delivery and encourage shared problem-solving among instructional teams.

Classroom walkthroughs are conducted regularly by the administrators and Literacy Coach/Curriculum Resource Teacher (CRT) to monitor instructional delivery, student engagement, use of curriculum resources, and alignment to standards. These observations provide real-time insight into instructional practices and the overall effectiveness of Tier 1 instruction. Following walkthroughs, post-observation conferences are held to provide targeted feedback, discuss instructional strengths and areas for growth, and develop action steps to improve classroom practice.

Regular data meetings with the administrators and Literacy Coach/CRT further strengthen this process by providing structured opportunities to review student performance trends and evaluate the impact of instructional practices. These meetings support timely, data-based decision-making and help determine when adjustments to instruction, pacing, or support structures are needed.

Additionally, an instructional coaching model provides teachers with personalized, job-embedded support focused on improving instructional delivery, classroom management, and effective implementation of curriculum resources. Professional learning opportunities are also provided to address identified areas of need and build teacher capacity in evidence-based instructional practices.

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

For grades 9–12, the district uses a structured, data-driven problem-solving process to identify and address issues related to the effectiveness of Tier 2 interventions. This process emphasizes ongoing progress monitoring, collaborative data analysis, and timely instructional adjustments to ensure interventions effectively address student needs.

The effectiveness of Tier 2 interventions is monitored through regular data meetings involving school administrators and the Literacy Coach/CRT. During these meetings, educators review student performance

data to evaluate whether interventions are producing the desired outcomes and accelerating student progress toward grade-level expectations.

A primary source of progress monitoring data for Tier 2 interventions in grades 9–12 is Reading Plus. Reading Plus provides detailed reports that allow educators to monitor student growth in critical literacy areas, including reading comprehension, vocabulary development, reading efficiency, and overall engagement with intervention activities. These reports provide actionable data that help identify whether students are responding positively to interventions or require additional support.

During data review meetings, intervention teams analyze trends in student performance to determine the effectiveness of current intervention strategies. If data indicates adequate progress, interventions may continue as designed until students meet targeted goals. If progress is limited or insufficient, the team engages in collaborative problem-solving to identify barriers and determine appropriate adjustments. These adjustments may include modifying instructional strategies, increasing intervention intensity or frequency, refining intervention goals, or providing additional targeted support aligned to identified skill deficits.

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

For grades 9–12, the district implements a comprehensive, collaborative problem-solving process to identify and address challenges related to the effectiveness of Tier 3 interventions. This process emphasizes frequent data review, fidelity monitoring, and ongoing collaboration among instructional and support staff to ensure interventions remain intensive, targeted, and responsive to individual student needs.

Site-based MTSS (Multi-Tiered System of Supports) meetings are held regularly and involve collaboration among teachers, administrators, the Exceptional Student Education (ESE) department, and instructional support staff. These meetings focus on reviewing both qualitative and quantitative student data to monitor progress, identify barriers to success, and determine whether current interventions are meeting student needs. This collaborative structure supports data-driven problem-solving and ensures intervention decisions are aligned to each student’s specific literacy challenges.

The effectiveness of Tier 3 interventions is monitored through regular data meetings with administrators and the Literacy Coach/CRT. During these meetings, student performance data is analyzed to evaluate intervention effectiveness, determine whether interventions are being implemented with fidelity, and assess whether students are making adequate progress toward targeted goals.

A key source of progress monitoring data is Reading Plus, which provides detailed reports on individual student growth in reading comprehension, vocabulary development, reading efficiency, and overall performance. These reports help educators identify areas of progress as well as persistent skill deficits requiring additional support or instructional adjustments.

Administrators also conduct literacy walkthroughs with a focus on fidelity of implementation to ensure interventions are delivered as intended. These observations provide valuable insight into instructional practices and create opportunities to identify areas where additional support, coaching, or refinement may be needed to strengthen intervention delivery.

Ongoing analysis of weekly assessment data further supports decision-making by providing timely evidence of student response to intervention. This data helps teams determine whether an intervention is effective, whether additional time is needed for mastery, or whether changes to the intervention plan are necessary. When students are not making adequate progress, teams engage in collaborative problem-solving to adjust intervention intensity, instructional strategies, or program supports to better address individual needs.

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: - FAST ELA PM 3 (from prior spring): Level 3 or higher - OR Savvas Benchmark Assessment: Score on-grade level		
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. - Student is maintaining FAST ELA Level 3 or higher - AND/OR Student is passing the SAVVAS Benchmark Assessments with an on-grade level score. - AND/OR Fulfillment of state graduation requirement from reading and writing assessment		
Core Instruction		
Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
My Perspective Florida (Savvas)	2026	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - FAST ELA: 32nd PR or below (Low Level 2) on PM1 or PM2 - AND/OR Savvas Benchmark Assessment: Score below grade level - AND/OR consistently scores 70% on common assessments.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: <i>To be considered in need of Tier 2 at the start of the school year, students should meet more than one of the following criteria based on their grade level:</i> - Grades 9-11: FAST ELA PM 3 (from prior spring): 32nd Percentile (Low Level 2) or below - OR Grade 12: FAST ELA retake Level 1. - AND/OR Consistently score at Level 1 or 2 on FAST ELA over multiple years		
Number of times per week interventions are provided: 2-3 days Number of minutes per intervention session: 15 - 20 minutes Course(s) where interventions take place: ELA and/or Intensive Reading Classrooms		
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)
Reading Plus	Strong	
Reading Fluency and Comprehension Instructional Practices	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage on page 25
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)
English Language Learners		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: - FAST ELA is a level 1 on PM1 or PM 2 - AND/OR Savvas Benchmark Assessment: Score below grade level - AND/OR consistently scores 50% on common assessments.		
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: - Grades 9-11: FAST ELA Level 1 on the previous year's PM3 - Grade 12: FAST ELA retake Level 1. - Student consistently scores a Level 1 on FAST ELA over multiple years - AND/OR Savvas Benchmark Assessment: Score below grade level - AND/OR Reading Plus Diagnostic shows deficiencies in Phonological Awareness or Phonics		
Number of times per week interventions are provided: Daily Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: Intensive Reading or Learning Strategies Classes		
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)
Reading Plus	Strong	
Reading Fluency and Comprehension Instructional Practices	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage on page 25
UFLI Foundations	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage listed on page 27
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)
Edmark (Print version)	Not identified as meeting strong, moderate or promising levels of evidence.	See verbiage on page 28
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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
Task Analysis Common Assessment	K-12 Content Area Teachers	Monthly Communities of Practice that discuss curriculum and assessment data in order to make data informed instructional decisions.
UFLI Introduction and Advanced	K-2 ELA teachers and paraprofessionals	New K-2 teachers will receive initial training from our K-2 Literacy Coach. Experienced and new teachers will be provided frequent feedback from informal observations and participate in coaching cycles as needed.
Bradford's Portrait of Instruction	K-12 teachers	Includes the Practice Profiles. Focus for the 26/27 school year will continue to be explicit and systematic instruction and for our experienced teachers we will delve into scaffolding, differentiating and corrective feedback based on their individual request.
Writing	K-12 teachers	Practices from the FL Literacy Conference will be shared during Pre-Planning with a follow-up session as needed throughout the school year. Focus will be on adding writing into our daily lessons and using Class Companion, Writable, and/or Khanmingo Writing Coach to help provide timely and specific feedback that is consistent across the district regarding writing expectations.
Vertical Planning using the B.E.S.T. Standards	3 rd – 6 th ELA and ESE teachers	Bi-Monthly Sessions focused on the understanding of the B.E.S.T. standards at each grade level and how they progress through each grade level. Within the sessions evidence-based reading strategies, phonics,

		writing, vocabulary, and fluency will be connected to the B.E.S.T. standards.
K-2 Reading Literacy Block	K-2 Teachers	Ideas on how to incorporate the six components of reading with an ELA block at K-2. The instructional focus for each grade level as well of resources, evidence-based reading practices, and multisensory strategies will be discussed.
Teaching the ELA Expectations (EE) across content areas and electives	3 rd – 12 th Electives/ Specials/ Science/ Social Studies Teachers	The ELA Expectations will be reviewed and strategies for using them within all classrooms will be presented.
UFLI Intervention for Grades 3-12	3 rd – 12 th grade teachers and paraprofessionals who teach UFLI as an intervention	3 rd – 12 th grade teachers and paraprofessionals will receive training and support from our K-2 Literacy Coach and CRT's as needed.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. VPK – 12 th grade teachers and paraprofessionals are encouraged to earn their Literacy Micro-credential or Reading Endorsement. Information is shared each time a new enrollment period opens through the UF Lastinger Center, FCRR, or NEFEC.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Professional learning is differentiated and intensified based on progress monitoring data through a structured, collaborative approach. Each school holds weekly departmental or grade-level data meetings, where educators analyze student performance data from state progress monitoring assessments and district- or school-created common assessments. These meetings allow teams to identify instructional strengths and areas for growth, enabling leaders to tailor professional learning to meet specific teacher needs. Additionally, Literacy Coaches provide individualized support through targeted coaching cycles, using student data to guide instructional strategies, refine practices, and ensure teachers receive the level of support necessary to improve student outcomes.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Mentor teachers and model classrooms are identified through a combination of classroom observation data, student achievement outcomes, and principal recommendations. These teachers consistently demonstrate high-quality instruction, strong classroom management, and positive student results. While mentor teachers are informally assigned to new teachers to provide day-to-day guidance and support, Literacy Coaches are officially assigned to work with new teachers on a weekly basis, and all other teachers as needed. This support includes planned reflective conversations, informal observations, participation in coaching cycles, and opportunities for model or co-teaching. Additionally, time is scheduled each quarter for new teachers to visit model classrooms alongside their assigned Literacy Coach. These visits provide real-time examples of effective instruction and classroom practices aligned with schoolwide expectations.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning.		

Time is intentionally built into the master schedule to ensure that all K–12 teachers have a daily common planning period. One planning period each week is specifically designated for collaborative planning and data analysis with administration. During this time, teachers engage in professional learning focused on instructional improvement and student outcomes. Additionally, certain weeks are reserved for vertical planning across grade levels or participation in district-wide grade level Communities of Practice, allowing for alignment of instructional strategies and sharing of best practices across schools.

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
Before or After School Tutoring	3 rd – 6 th grade students	Jan. – April By invitation based on FAST PM 2 scores and student needs
After school Tutoring	9 th – 12 th grade students	October – March – One day per week Optional – any student can attend as needed
ELA Bootcamp	Level 1 & 2 9 th and 10 th grade students	Lasts 5 – 6 weeks before PM3 during 6 th period Students invited based on test scores.
Florida Tutoring Advantage	K-12 students	Students invited based on test scores. Programs and time periods based on grade levels.

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.

In accordance with s. 1008.25(5)(d), F.S., when a student is identified as having a substantial deficiency in reading, the district ensures that parents are notified immediately through a comprehensive communication process. The school will send an assessment report home that includes the student’s current reading level, the specific reading skills in which the student is deficient, and recommendations for support.

Along with the assessment report, parents will receive a link to the Bradford County School District (BCSD) Read at Home Plan and the Florida Department of Education (FLDOE) Read at Home Plan. These resources include a variety of strategies, activities, and website recommendations that families can use to support reading development at home.

Additionally, parents of elementary students will receive information about the New Worlds Reading Initiative, a statewide program that provides free books and reading resources to eligible students. Families will also be provided with instructions on how to set up and use a parent account to monitor their child’s reading progress through STAR and Accelerated Reader platforms, specifically for students in grades 1 through 6.

This multi-tiered communication plan ensures parents are equipped with timely, actionable information and meaningful resources to support their child’s reading growth at home.

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

The district leverages several literacy partnerships and programs to increase family engagement in reading and literacy activities at home. One key initiative is the New Worlds Reading Initiative, which provides free books to eligible students and offers resources for families to support reading at home. To promote participation, New Worlds Parent Sessions are held throughout the year to guide families on how to use the materials effectively. Additionally, representatives host informational tables at Back-to-School Open Houses to generate interest and assist with on-site enrollment.

Further support is provided through Title I Family Literacy Nights, which are designed to create meaningful literacy experiences for families. These events offer interactive reading activities, access to take-home materials, and strategies for parents to support literacy development at home. Together, these efforts strengthen the home-school connection and empower families to play an active role in their child's reading journey.

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.

Principals are encouraged to consider current teacher evaluation data, including student performance outcomes and observation ratings, when making hiring or internal transfer decisions. In addition to filling vacancies, the district prioritizes placing and retaining highly effective teachers in early grade classrooms as part of a broader commitment to strengthening foundational learning. This includes offering expanded leadership opportunities, targeted support, and recognition for K–2 teachers who consistently demonstrate excellence. The district supports ongoing professional learning and mentoring to help these educators continue to grow and thrive in their roles.

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

Karen Clarke, Deputy Superintendent

Signature:

Karen Clarke

Date:

7/16/26