

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Tracy Lee	tracylee@dixie.k12.fl.us	352-541-6338
Data Element	Monica Anguish	monicaanguish@dixie.k12.fl.us	352-541-6250
Third Grade Promotion	Tracy Lee	tracylee@dixie.k12.fl.us	352-541-6338
Multi-Tiered System of Supports	Tracy Lee	tracylee@dixie.k12.fl.us	352-541-6338
Other (Enter Responsibility)			

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	0	0
Intervention teachers	\$182,974	2.55
Scientifically researched and evidence-based supplemental instructional materials	0	0
Third grade summer reading camps	\$6,000	2.0
Summer reading camps	0	0
Secondary Expenses		
Literacy coaches	0	0
Intervention teachers	\$105,995	1.3
Scientifically researched and evidence-based supplemental instructional materials	0	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	0
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0	0
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	0
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	0
Tutoring programs to accelerate literacy learning	0	0
Family engagement activities	0	0
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	\$294,969	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0%	0%	97%	98%

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

*50% of our VPK students are scoring transitional or probable readers and are progressing well. For these students we will enrich and challenge them during whole group instruction to maintain and extend their progress.

*45% of our VPK students are late emergent readers, meaning they need moderate support. Teachers will work with these students during whole group and small group instruction to move them into level 3 or higher.

*5% of our VPK students are scoring early emergent readers, meaning they need intensive intervention. Teachers will provide intensive support for these students during whole and small group instruction to prevent long-term reading struggles and help move them out of the early emergent reading stage into the late emergent reader stage or higher.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	15%	10%	68%	73%
1	17%	12%	68%	73%
2	23%	18%	53%	58%
3	5%	0%	70%	75%
4	22%	17%	57%	62%
5	20%	15%	48%	53%
6	12%	7%	67%	72%
7	35%	30%	39%	44%
8	27%	22%	49%	54%
9	26%	21%	43%	48%
10	17%	12%	54%	59%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	-STAR Early Lit. - 3 X's per yr -STAR Reading FAST Assessment - 3 X's per yr -AMIRA ISIP Assessment – 3 X's per yr -RTI Data – 3 X's per year -Walkthrough data - quarterly	-STAR Early Lit. - 3 X's per yr -FAST Assessment - 3 X's per yr -AMIRA ISIP Assessment- as needed -RTI Data – Bi weekly/monthly -ELA Assessments – ongoing - Attendance data - quarterly -Grades – quarterly -Walkthrough data-quarterly
Actions for continuous support and improvement	-DLLT meetings -Principal meetings	-RTI team meetings -PLC/Grade level team meetings

	-Professional learning opportunities -Coordinate SRLD support -Coordinate NEFEC support -Coordinate Title programs and/or financial support	-SLLT meetings -Staff meetings -Professional learning -Book/article studies -SRLD support -Instructional Coach support -Financial support -IPLP's
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	-FAST Assessment - 3 X's per yr -RTI data – 3 X's per year -Walkthrough data - quarterly	-FAST Assessment - 3 X's per yr -RTI Data – Weekly/monthly -ELA Assessments – ongoing —Attendance data - quarterly -Grades – quarterly -Walkthrough data-quarterly
Actions for continuous support and improvement	-DLLT meetings -Principal meetings -Professional learning opportunities -Coordinate SRLD support -Coordinate NEFEC support -Coordinate Title programs and/or financial support	-RTI team meetings -PLC/Grade level team meetings -SLLT meetings -Professional learning -Staff meetings -Book/article studies -SRLD support -Instructional Coach support -Financial support -IPLP's
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	-FAST Assessment - 3 X's per yr -RTI data – 3 X's per year -Walkthrough data = quarterly	-FAST Assessment - 3 X's per yr -RTI Data – Weekly/monthly -ELA Assessments – ongoing -EWS data – bi-annually -Grades – quarterly -Walkthrough data – quarterly
Actions for continuous support and improvement	-DLLT meetings -Principal meetings -Professional learning opportunities -Coordinate SRLD support -Coordinate NEFEC support -Coordinate Title programs and/or financial support	-RTI team meetings -PLC/Grade level team meetings -SLLT meetings -Professional learning -Staff meetings -Book/article studies -SRLD support -Instructional Coach support -Financial support -IPLP's

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 a thorough review using the CERP Reflection Tool, the district has implemented targeted revisions to elevate literacy outcomes as follows:

- Mentorship opportunities have been broadened to include not only instructional staff but also administrators. This ensures a more cohesive culture of support across all levels.
- DLLT meetings have been redesigned as strategic collaboration sessions, as opposed to information presentations. These meetings will now serve as spaces where district and school leaders can align efforts, share insights, and drive literacy-focused goals.
- Instructional coaches have been re-integrated into the plan, bringing essential supports such as instructional modeling, data-driven feedback, and professional learning tailored to individual needs.
- Instructional staff will participate in a literacy specific needs assessment. The results empower teachers to identify instructional gaps and set personalized priorities – ensuring their voices guide both classroom practices and district level supports.
- Dixie will continue to leverage the guidance and expertise from SRLD's to inform strategic decision-making, build capacity, and maintain alignment with evidence-based practices.

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

- Establish a clear monitoring framework by defining key look-fors aligned with the reading plan and using a walkthrough tool or checklist to ensure consistency.
- Conduct reading walkthroughs bi-weekly, focusing on short, targeted visits to observe specific components of instruction.
- Analyze walkthrough data to identify strengths in implementation, gaps in fidelity, and professional learning needs.
- Provide timely and reflective feedback to instructional staff.
- Adjust supports based on data, such as adjusting small group instruction and assigning (or reassigning) intervention groups.
- Hold SLLT meetings 3 times per year to review walkthrough trends, student progress monitoring data, and action steps.

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

Principals monitor collection and utilization of assessment data (including progress monitoring data) to inform instruction and support student needs via data meetings and SLLT meetings. In these meetings data is analyzed and broken down to school, class, and student level. Issues will be addressed through revising curriculum maps, spiral instruction and reading intervention.

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?

A one-page summary/infographic, including coach responsibilities, is shared at the District Literacy Leadership Team meetings, as well as at Principal meetings.

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

- Instructional coaches participate in DLLT meetings 3 times per year, where data dives are used to review school-wide literacy data and identify trends and instructional needs.
- Protect time in instructional coach's schedule for modeling, teacher conferencing, and professional learning.
- Literacy coaches participate in targeted professional learning by NEFEC 3 times per year, allowing for collaborative networking.
- We recognize and celebrate instructional coach impacts by highlighting their successes in Principal meetings and doing coaching spotlights on the district Facebook page.
- Coaching roles are clearly defined and communicated, ensuring instructional coaches are seen as collaborators, not evaluators.

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

The district supports coaches with prioritizing high impact activities, such as:

- Ensuring schools make every effort to establish common planning times within grade levels and/or departments, allowing for time to meet with teachers to conduct data analysis, assist in instructional staff in applying the continuous improvement cycle, implement coaching cycles, mentoring, and professional learning, as needed
- Implementing DLLT meetings 3 X's per year for discussion, team planning, professional learning opportunities, collaboration, etc.
- Providing opportunities for district and school level leaders to participate in NEFEC literacy training
- CLSD grant participation
- Instructional coaches participate in additional targeted professional learning by NEFEC 3 X's per year, allowing for collaborative networking with other districts

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

The district monitors implementation of the coaching model in the following ways:

- Coaching time and tasks as they relate to the JRF! coaching model are discussed and reviewed during DLLT meetings
- Periodic informal site visits are made by district staff to monitor and assess coaching time and tasks
- Principals are regularly reminded of the JRF! Coaching model at principal meetings

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

Effectiveness of literacy coaches can be measured through:

- Growth of targeted student groups (for example level 1-2 readers)
- Improvement in reading scores on FAST assessments
- Increased use of evidence-based reading strategies as measured via walkthrough data
- Growth in teacher confidence and instructional quality via surveys or observations

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?

Strategic steps to align Dixie District Schools strategic plan with Florida's Formula for Reading Success include:

- Ensure reading instruction is grounded in the science of reading, explicitly addresses the six components of reading, and uses high-quality, evidence-based materials and/or instructional routines.
- Ensure MTSS uses data from the four assessment types to provide increasing levels of support (Tier 2 – Tier 3), including linguistic accommodations for ELLs and IEP –aligned supports for SWDs, in an effort to close achievement gaps.
- Provide professional learning in differentiated instruction, using assessment data to inform instruction, linguistically responsive teaching, and UDL principles.
- Provide multilingual resources and partner with parents to support literacy at home.
- Monitor and evaluate progress by disaggregating data and tracking progress for all students, including ELLs and SWD's, adjusting interventions based on student response.

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.

The Dixie District Schools Pre-K program is committed to providing a high-quality, developmentally appropriate learning experience for all children. Our instruction is aligned with Florida Early Learning and Developmental Standards, using ongoing formative assessments to monitor progress and inform instruction. Through differentiated, play-based, and culturally responsive teaching, we support the needs of all learners, including children with disabilities and English language learners. Our Pre-K program fosters inclusive environments, engages families, and ensures that all students build strong foundations in language, literacy, and cognitive development.

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

Our Pre-K program utilizes the World of Wonders curriculum by McGraw-Hill. This research-based program supports early learning across key areas including literacy, math, and emotional development. It offers engaging, developmentally appropriate lessons and activities that meet the needs of all learners and helps prepare children for kindergarten.

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

VPK students identified as having a substantial deficiency in early literacy skills, as defined in Rule 6A-6.053(5), F.A.C., receive targeted, evidence-based interventions designed to address their specific areas of need. Intervention instruction focuses on foundational skills including phonological awareness, vocabulary development, and print concepts; it is also aligned with the Florida Early Learning and Development Standards. Interventions may include small-group instruction and/or one-on-one support using supplemental materials including Learning Dynamics and the Florida Center for Reading Research pre-kindergarten activities.

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?
Other District Assessment: AMIRA ISIP Assessment	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
DAR	☐ 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
UPAR	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Benchmark Advance ELA curriculum assessments	☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ 2 x Monthly ☒ Monthly ☒ Quarterly

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

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the

minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

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

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

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

Data indicating a student in grades K - 3 may need TIER 2 interventions:

- For kindergarten, the student scores Level 2 or 10th-39th percentile on the designated grade-level assessment at the BOY, MOY, or EOY on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grades 1 and 2, the student scores level 2 or 10th-39th percentile on the designated grade-level assessment at the BOY, MOY, or EOY on the coordinated screening and progress monitoring system and the student has demonstrated through progress monitoring, formative assessments, or teacher observation data below grade level skills for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
 - Level 2 or 20th-39th percentile on the BOY, MOY, or EOY coordinated screening and progress monitoring system and the student has demonstrated, through progress monitoring,

formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

- o Level 2 on the end of the year statewide, standardized English Language Arts assessment

Data indicating a student in grades K – 3 may need TIER 3 interventions:

- For kindergarten, the student scores Level 1 or below the 10th percentile or is unable to complete the practice items on the designated grade-level assessment at the BOY, MOY, or EOY on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores Level 1 or below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the BOY, MOY, or EOY on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3 the student scores:
 - o Level 1 or below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - o Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

The school-based Problem-Solving Team meets to review grade K – 3 student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3). Students who meet criteria for substantial reading deficiency will receive Tier 3 intervention. Students may then be given a reading diagnostic assessment panel to determine specific areas of reading deficiency. Based on assessment results IPMP plans will be written and students will receive interventions.

Example: Problem Solving Team meets to review EOY FAST scores and BOY FAST scores (for 3rd grade). Students who meet criteria for substantial reading deficiency will be designated as Tier 3 (Rule 6A-053(10) F.A.C. and be marked accordingly in Skyward. Students who meet criteria for Tier 2 intervention by the Problem-Solving Team will be marked accordingly in Skyward. Tier 2/Tier 3 students may be given a reading diagnostic assessment panel to determine specific areas of reading deficiency, an IPMP will be written, and intervention will be served.

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

Data indicating a student in grades 4 - 5 may need TIER 2 interventions:

For grades 4 - 5, the student scores:

- Level 2 or 20th-39th percentile on the BOY, MOY, or EOY coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- Level 2 on the end of the year statewide, standardized English Language Arts assessment

Data indicating a student in grades 4 – 5 may need TIER 3 interventions:

For grades 4 - 5, the student scores:

- Level 1 or below the twentieth (20th) percentile at the BOY, MOY, or EOY on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.; or

The school-based Problem-Solving Team meets to review grade 4 - 5 student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3). Students may then be given a reading diagnostic assessment panel to determine specific areas of reading deficiency. Based on assessment results, an IPMP will be written, and students will receive interventions.

Example: Problem Solving Team meets to review EOY/BOY FAST scores. Students who meet criteria for Tier 2/3 interventions by the Problem-Solving Team will be marked accordingly in Skyward. Tier 2/3 students may be given a reading diagnostic assessment panel to determine specific areas of reading deficiency; an IPMP will be written, and intervention will be served.

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

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

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

Students in grades K–3 who score at Level 1 on the BOY or EOY FAST assessment will be screened for characteristics of dyslexia using the Amira Learning dyslexia screener.

Students identified through this screening as having characteristics of dyslexia will receive immediate Tier 3 Reading Interventions, using evidence-based programs and/or interventions to focus on the five

components of reading. An IPMP will be created outlining evidence-based instructional materials and/or interventions, including frequency of intervention and progress monitoring, as well as goals tailored to meet the student's needs. Families will be included in the development of the IPMP and will be provided with a Read-at-Home Plan, including resources families can use to support reading development at home. Families will be apprised of ongoing progress monthly.

Progress will be tracked biweekly using academic and observational data. Adjustments may be made to the intervention plan as needed to ensure continued support and improvement, as well as reflect student growth and improvement. In the event adequate progress is not observed, the student will be referred to the Problem-Solving Team for further evaluation and consideration of additional support or assessments.

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

If the Problem-Solving Team determines that a Tier 3 student in grades K-3 is not making adequate progress, the Amira dyslexia screener will be administered. The results will guide the team in reviewing and/or updating the student's Individualized Progress Monitoring Plan (IPMP).

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

The effectiveness of Tier 1 instruction is monitored during school and/or district level data meetings through:

- FDOE assigned school grade (in combination with more granular data)
- School level progress monitoring data or FAST assessment data
- ESSA status
- RAISE school status
- Weekly/unit assessment data from the state adopted ELA textbook
- Classroom walkthroughs
- Data chats with teachers to reflect on Tier 1 effectiveness and adjust instruction

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

The effectiveness of Tier 2 interventions is monitored through:

- Evaluating monthly RTI progress monitoring data at quarterly RTI meetings with the Problem-Solving Team
- Evaluating FAST or STAR Reading PM 1, PM2 and PM 3 scores for proficiency and growth
- Student grades
- Use of various informal diagnostic assessments (for example ORF, nonsense word fluency, etc.) on a frequent, ongoing basis
- Classroom walkthroughs
- Data chats with teachers to reflect on Tier 2 effectiveness and adjust instruction

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

To differentiate and monitor the effectiveness of tiered instruction we will use RTI progress monitoring data to evaluate instructional fidelity and student response to intervention using a structured approach aligned with the state's MTSS framework as follows:

Tier 1 (Universal Instruction):

- Analyze school-wide and grade-level data to determine if core instruction is effective for the majority of students.
- Use benchmark assessments to identify trends.

Tier 2 (Targeted Support):

- Monitor students receiving supplemental interventions at least monthly.
- Is progress accelerating? Is the intervention matched to the student's specific needs? Does the time and intensity of the intervention need to be increased? Evaluate whether students are making expected progress compared to peers.

Tier 3 (Intensive Intervention):

- Track individual student progress at least bi-weekly.
- Is progress accelerating? Is the intervention matched to the student's specific needs? Evaluate whether students are making expected progress compared to peers.

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:

- For kindergarten, the student scores level 3 or higher or above the 40th percentile) on the statewide, standardized English Language Arts assessment; or
- For grades 1 and 2, the student scores level 3 or higher or above the 40th percentile on the statewide, standardized English Language Arts assessment; or
- For grade 3 - 5, the student scores:
 - Level 3 or higher or above the 40th percentile on the EOY statewide, standardized English Language Arts assessment; or
 - Level 3 or higher or above the 40th percentile on the BOY statewide, standardized English Language Arts assessment

The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3). Students not found to demonstrate intervention needs will be considered Tier 1.

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

- 80% of students are meeting grade level appropriate targets on FAST and/or STAR Reading assessments
- 80% of students are making expected growth between diagnostic assessments
- 80% of students are passing ELA grade level coursework with a C average or better
- 80% of students meet grade-level benchmarks in ORF assessments

80% of students consistently score at or above proficiency on weekly reading assessments aligned to grade-level standards - Walkthrough data shows Tier 1 instruction is delivered with high fidelity in at least 80% of classrooms - Fewer than 20% of students require Tier 2 support, indicating Tier 1 is meeting the needs of most learners	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? - Instructional coaches at schools - Monthly skill specific assessments following interventions - ORF assessments monthly for students with decoding and fluency issues - Classroom walkthroughs by administration with follow up support as needed - Monitor RTI data at quarterly MTSS meetings with the Problem-Solving Team - Monitor FAST and/or STAR progress monitoring data - IPLP's - Data chats take place with principals (school level data) teachers (class level data) and students (student level data) after PM cycles - Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps - Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications - SLLT meetings - DLLT meetings - Professional learning tiered to meet needs - Curriculum pacing checks to ensure teachers are on track and not rushing through essential content or lagging - High-impact Tier 1 strategies are highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance	2025
Reading Horizons Discovery	2020
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - Students did not meet grade level expectations on FAST or STAR Reading assessments; or - Students are not making expected gains between progress monitoring assessments; or - Student has a D/F in ELA standards-based grade level assessments and/or coursework; or - EOY, BOY, MOY FAST score of level 2; or - EOY, BOY, MOY FAST STAR Reading scores of 10th – 39th percentile (grade K – 2)	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: IF student meets the following criteria at the beginning of the school year:	

- For kindergarten, the student scores Level 2 or between the 10th and 39th percentile on PM3 of the previous year or PM1 of the current year coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grades 1 and 2, the student scores level 2 or between the 10th and 39th percentile on the coordinated screening and progress monitoring system and the student has demonstrated through progress monitoring, formative assessments, or teacher observation data below grade level skills for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3 - 5, the student scores:
 - Level 2 or between the 10th and 39th percentile on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 2 or between the 10th and 39th percentile on the end of the year statewide, standardized English Language Arts assessment

The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3).

Number of times per week interventions are provided:

– 3 days per week (may vary depending on the intervention need of individual students and the # of minutes intervention services are provided per session)

Number of minutes per intervention session:

10 -30 minutes (may vary depending on the intervention needs of individual students and the # of days intervention services are provided)

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)
AMIRA	Moderate Evidence	
SAVVAS Quick Reads – Struggling Readers	Strong Evidence	
Improving Reading Comprehension in Kindergarten Through Third Grade: Recommendation 1: Teach students how to use reading comprehension strategies	Promising Evidence	
Improving Reading Comprehension in Kindergarten Through Third	Promising Evidence	N/A

Grade: Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content		
Improving Reading Comprehension in Kindergarten Through Third Grade: Recommendation 5: Establish an engaging and motivating context in which to teach reading comprehension	Promising Evidence	N/A
<i>Providing Reading Interventions for Students in Grades 4-9:</i> Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words	Strong Evidence	N/A
<i>Providing Reading Interventions for Students in Grades 4-9:</i> Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly	Strong Evidence	N/A
<i>Interventions for Students in Grades 4-9:</i> Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text; Part 3A. Build students' world and word knowledge so they can make sense of the text; Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; Part 3C. Teach students a routine for determining the gist of a short section of text; Part 3D. Teach students to monitor their	Strong Evidence	N/A

comprehension as they read		
<i>Interventions for Students in Grades 4-9:</i> 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	N/A
Response to Intervention and Multi-Tier Intervention Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small group teacher-led instruction to students who score below the benchmark score on universal screening	Promising Evidence	
UFLI Foundations	No Evidence	UFLI does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> : Recommendation 2: Develop awareness of the segments of sounds in speech and how they link together, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including micro professional learning sessions provided on an as needed basis by the instructional coach and “pulse check” sessions 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 used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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 interventions provided. • Hands on world building/reading activities – No evidence • Amira – Promising evidence • Air, sand, shaving cream writing • Tapping, clapping, stomping • Read alouds with visuals • Interactive word walls • Graphic organizers • Letter tiles/magnetic letters • Read alouds • Echo reading • Choral reading • Movement based activities such as acting stories or vocabulary words out • Speech to text and/or text to speech tools • Literacy based apps and/or games • Elkonin boxes • Hand2Mindhands on phonics manipulative kits		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Students fall well below grade level expectations on FAST/ STAR Reading assessments; or • Students fall well below expected gains on FAST/STAR Reading assessments; or • Students have failing grades on report cards in ELA standards-based, grade level assessments and/or coursework; or • Minimal or no improvement as a result of Tier 2 interventions • EOY, BOY, MOY FAST scores of levels 1; or • EOY, BOY, or MOY STAR Reading scores below 10% (grades K – 2) or below 20% (grades 3 – 5); or • Minimal or no growth demonstrated on monthly RTI data points		
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: IF student meets the following criteria : • For kindergarten, the student scores Level 1 or scores below the tenth (10th) percentile or has been retained or is unable to complete the practice items on the coordinated screening and progress monitoring system pursuant to 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.		

- For grades 1 and 2, the student scores Level 1 or scores below the tenth (10th) percentile or has been retained or is unable to complete the practice items on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - For grade 3 - 5, the student: Scores Level 1 or scores below the twentieth (20th) percentile on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Scores Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.; or
 - Has been retained

The school-based Problem-Solving Team meets to review available student data and determine if the student meets the criteria stated above if and, if so, place student(s) in Tier 3 intervention in addition to Tier 2 intervention.

Number of times per week interventions are provided:

4 - 5 times per week

Number of minutes per intervention session:

20 - 30 minutes per session (may vary depending on intervention schedule, grade level, and student needs)

Intensive, Individualized Instruction/Interventions

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

Name of Program		Verbiage (as needed)
Quick Reads	Strong Evidence	

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 interventions provided.

- Hands on world building/reading activities
- Air, sand, shaving cream writing
- Tapping, clapping, stomping
- Read alouds with visuals
- Interactive word walls
- Graphic organizers
- Letter tiles/magnetic letters

- Read alouds
- Echo reading
- Choral reading
- Movement based activities such as acting stories or vocabulary words out
- Speech to text and/or text to speech tools
- Literacy based apps and/or games
- Elkonin boxes
- Hand2Mind hands on phonics manipulative kits

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

- Instructional coaches at schools
- Monthly skill specific assessments following interventions
- ORF assessments monthly for students with decoding and fluency issues
- Classroom walkthroughs by administration with follow up support as needed
- Monitor RTI data at quarterly MTSS meetings with the Problem-Solving Team
- Monitor FAST and/or STAR progress monitoring data
- IPLP's
- Data chats with principals (school level data) teachers (class level data) and students (student level data) after PM cycles
- Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps
- Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications
- SLLT meetings
- DLLT meetings
- Professional learning tiered to meet needs
- Curriculum Pacing checks to ensure teachers are on track and not rushing through essential content or lagging
- High-impact Tier 1 strategies highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)

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: 8:00 am – 12:00 pm for two weeks
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Materials to be used for instruction in Summer Reading Camp may include the following: Programs and Practices: • Quick Reads – Strong evidence • Magnetic Reading – Moderate evidence • Improving Reading Comprehension in Kindergarten Through Third Grade: Recommendation 1: Teach students how to use reading comprehension strategies - Promising Evidence • Improving Reading Comprehension in Kindergarten Through Third Grade: Recommendation 2: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content - Promising Evidence • <i>Providing Reading Interventions for Students in Grades 4-9</i>: Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words - Strong Evidence • <i>Providing Reading Interventions for Students in Grades 4-9</i>: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly - Strong Evidence • <i>Response to Intervention and Multi-Tier Intervention</i> Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small group teacher-led instruction to students who score below the benchmark score on universal screening - Promising Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including micro professional learning sessions provided on an as needed basis by the instructional coach and “pulse check” sessions throughout the Summer Reading Camp. Supplemental Resources: • Various comprehension passages with leveled questions – No evidence • District approved books or novels, including books from the B.E.S.T. ELA & Civics Literacy lists with leveled questions – No evidence • IXL – see verbiage above • UFLI – see verbiage above • Amira
Alternative Assessment Used: AMIRA
Additional Information (optional): N/A

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.

N/A

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
DAR	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
UPAR	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
StudySync ELA Curriculum assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Monthly ☐ Quarterly I can't figure out how to check these boxes!!!

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

Data indicating a student in grades 6 – 8 may need Tier 2 interventions:

- Scores Level 2 at the BOY or MOY on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- Scores level 2 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.
- Data indicating a student in grades 6 – 8 may need Tier 3 interventions:
- Scores level 1 on the BOY or MOY coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- Scores level 1 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.; or

The school-based Problem-Solving Teams meet to review grade 6 - 8 student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3). Students may then be given an informal reading diagnostic assessment panel to determine specific areas of reading deficiency. Based on the results of assessments IPMP plans will be written, and students will receive intervention.

Example: Problem Solving Team meets to review EOY/BOY FAST scores. Students who meet criteria for Tier 2/3 intervention by the Problem-Solving Team will be marked accordingly in Skyward. Tier 2/Tier 3 students may be given a reading diagnostic assessment panel to determine specific areas of reading deficiency, an IPMP will be written, and intervention will be served.

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

The effectiveness of Tier 1 instruction is monitored during school and/or district level data meetings through:

- School grades (in combination with more granular data such as weekly or quarterly ELA scores, progress monitoring data, and/or subgroup performance to get a more complete picture of Tier 1 effectiveness) School level progress monitoring data or FAST assessment data
- ESSA status
- Weekly/unit assessment data from the state adopted ELA textbook
- Classroom walkthroughs
- Data chats with teachers to reflect on Tier 1 effectiveness and adjust instruction

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

The effectiveness of Tier 2 interventions is monitored through:

- Evaluating monthly RTI progress monitoring data at quarterly RTI meetings with the Problem-Solving Team
- Evaluating FAST PM 1, PM2 and PM 3 scores for proficiency and growth
- Student grades

- Use of various informal diagnostic assessments (for example ORF, nonsense word fluency, etc.) on a frequent, ongoing basis
- Classroom walkthroughs
- Data chats with teachers to reflect on Tier 2 effectiveness and adjust instruction

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

To differentiate and monitor the effectiveness of tiered instruction we will use RTI progress monitoring data to evaluate instructional fidelity and student response to intervention using a structured approach aligned with the state's MTSS framework as follows:

Tier 1 (Universal Instruction):

- Analyze school-wide and grade-level data to determine if core instruction is effective for the majority of students.
- Use benchmark assessments to identify trends.

Tier 2 (Targeted Support):

- Monitor students receiving supplemental interventions at least monthly.
- Is progress accelerating? Is the intervention matched to the student's specific needs? Does the time and intensity of the intervention need to be increased? Evaluate whether students are making expected progress compared to peers.

Tier 3 (Intensive Intervention):

- Track individual student progress at least bi-weekly.
- Is progress accelerating? Is the intervention matched to the student's specific needs? Evaluate whether students are making expected progress compared to peers.
- In addition, Evaluating monthly RTI progress monitoring data at quarterly RTI meetings with the Problem-Solving Team
- Evaluating FAST and PM 1, PM2 and PM 3 scores for proficiency and growth
- Student grades
- Use of various informal diagnostic assessments (for example ORF, nonsense word fluency, etc.) on a frequent, ongoing basis
- Classroom walkthroughs
- Data chats with teachers to reflect on Tier 3 effectiveness and adjust instruction

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: For grades 6 - 8, the student: • Scores level 3 - 5 on the EOY statewide, standardized ELA assessment; or • Scores level 3 – 5 on the BOY statewide, standardized ELA assessment The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3)	

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • 80% of students are meeting grade level appropriate targets on FAST assessments • 80% of students are making expected growth between diagnostic assessments • 80% of students are passing ELA grade level coursework with a C average or better • 80% of students meet grade-level benchmarks in ORF assessments • 80% of students consistently score at or above proficiency on weekly reading assessments aligned to grade-level standards • Walkthrough data shows Tier 1 instruction is delivered with high fidelity in at least 80% of classrooms • Fewer than 20% of students require Tier 2 support, indicating Tier 1 is meeting the needs of most learners					
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? • Instructional coaches at schools • Monthly skill specific assessments following interventions • ORF assessments monthly for students with decoding and fluency issues • Classroom walkthroughs by administration with follow up support as needed • Monitor RTI data at quarterly MTSS meetings with the Problem-Solving Team • Monitor FAST and/or STAR progress monitoring data • IPLP's • Data chats take place with principals (school level data) teachers (class level data) and students (student level data) after PM cycles • Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps • Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications • SLLT meetings • DLLT meetings • Professional learning tiered to meet needs • Curriculum pacing checks to ensure teachers are on track and not rushing through essential content or lagging • High-impact Tier 1 strategies are highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)					
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed. <table border="1"> <thead> <tr> <th>Name of Program</th> <th>Year of Program Adoption</th> </tr> </thead> <tbody> <tr> <td>McGraw Hill StudySync</td> <td>2025</td> </tr> </tbody> </table>		Name of Program	Year of Program Adoption	McGraw Hill StudySync	2025
Name of Program	Year of Program Adoption				
McGraw Hill StudySync	2025				
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Student did not meet grade level expectations on FAST or STAR Reading assessments; or • Student is not making expected gains between progress monitoring assessments; or • Student has a D/F in ELA standards-based grade level assessments and/or coursework; or • EOY, BOY, MOY FAST score of level 2; or • EOY, BOY, MOY STAR Reading scores of 10th – 39th percentile (grade 6 – 8)					

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: For grades 6 - 8, the student: - Scores Level 2 at the BOY on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or - Scores level 2 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S. The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3).		
Number of times per week interventions are provided: 5 X's per week Number of minutes per intervention session: 20 minutes per day Course(s) where interventions take place: M/J Intensive Reading		
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		Verbiage (as needed)
Perfection Learning	No Evidence	Perfection Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Interventions for Students in Grades 4-9</i> : Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text; Part 3A. Build students' world and word knowledge so they can make sense of the text; Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; Part 3C. Teach students a routine for determining the gist of a short section of text; Part 3D. Teach students to monitor their comprehension as they read, strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and

		information, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for comprehension strategies and vocabulary building. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including an initial professional learning session and ongoing classroom coaching provided by the instructional coach.
IXL	N/A	IXL 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; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by explicit, systematic vocabulary instruction, as well as instruction in reading and comprehending increasingly complex texts. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session (provided by the company) and monthly “pulse check” sessions by the school based instructional coach.

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Student falls well below grade level expectations on FAST/ s; or • Student fell well below expected gains on FAST/STAR Reading assessments; or • Student has failing grades on report card in ELA standards-based, grade level assessments and/or coursework; or • Minimal or no improvement as a result of Tier 2 interventions • EOY, BOY, MOY FAST scores of levels 1; or • Minimal or no growth demonstrated on monthly RTI data points		
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:		
For grade 6 - 8, the student scores: • Level 1 on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or • Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.; or The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3).		
Number of times per week interventions are provided: 5 x's per week		
Number of minutes per intervention session: 30 minutes per session		
Course(s) where interventions take place: M/J Intensive Reading		
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)
Lexia PowerUp Literacy - teacher led lessons	1 – Strong Evidence	N/A
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

- Instructional coaches at schools
- Monthly skill specific assessments following interventions
- ORF assessments monthly for students with decoding and fluency issues
- Classroom walkthroughs by administration with follow up support as needed
- Monitor RTI data at quarterly MTSS meetings with the Problem-Solving Team
- Monitor FAST progress monitoring data
- IPLP's
- Data chats with principals (school level data) teachers (class level data) and students (student level data) after PM cycles
- Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps
- Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications
- SLLT meetings
- DLLT meetings
- Professional learning tiered to meet needs
- Curriculum pacing checks to ensure teachers are on track and not rushing through essential content or lagging
- High-impact Tier 3 strategies highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)

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?
DAR	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year

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?
		☒ Comprehension		☐ Annually ☒ As Needed ☐ Other
UPAR	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
StudySync ELA Curriculum assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Monthly ☐ Quarterly I can't figure out how to check these boxes!!!

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

Data indicates a student in grades 9 - 12 may need Tier 2 interventions: • Scores Level 2 at the BOY or MOY on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or • Scores level 2 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S. Data indicates a student in grades 9 - 12 may need Tier 3 interventions: • Scores level 1 on the BOY or MOY coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

- Scores level 1 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.; or
- Students in grades 11 – 12 that haven't met the reading graduation requirement.

The school-based Problem-Solving Teams meet to review grade 9 - 12 student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3). Students may then be given an informal reading diagnostic assessment panel to determine specific areas of reading deficiency. Based on the results of assessments IPMP plans will be written, and students will receive intervention.

Example: Problem Solving Team meets to review EOY/BOY FAST scores. Students who meet criteria for Tier 2/3 intervention by the Problem-Solving Team will be marked accordingly in Skyward. Tier 2/Tier 3 students may be given a reading diagnostic assessment panel to determine specific areas of reading deficiency, an IPMP will be written, and intervention will be served.

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

The effectiveness of Tier 1 instruction is monitored during school and/or district level data meetings through:

- School grades (in combination with more granular data, such as weekly or quarterly ELA scores, progress monitoring data, and/or subgroup performance to get a more complete picture of Tier 1 effectiveness.
- School level progress monitoring data or FAST assessment data
- Weekly/unit assessment data from the state adopted ELA textbook
- Classroom walkthroughs
- Data chats with teachers to reflect on Tier 1 effectiveness and adjust instruction

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

The effectiveness of Tier 2 interventions is monitored through:

- Evaluating monthly RTI progress monitoring data at quarterly RTI meetings with the Problem-Solving Team
- Evaluating FAST or STAR Reading PM 1, PM2 and PM 3 scores for proficiency and growth
- Student grades
- Use of various informal diagnostic assessments (for example ORF, nonsense word fluency, etc.) on a frequent, ongoing basis
- Classroom walkthroughs
- Data chats with teachers to reflect on Tier 2 effectiveness and adjust instruction

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

To differentiate and monitor the effectiveness of tiered instruction we will use RTI progress monitoring data to evaluate instructional fidelity and student response to intervention using a structured approach aligned with the state's MTSS framework as follows:

Tier 1 (Universal Instruction):

- Analyze school-wide and grade-level data to determine if core instruction is effective for the majority of students.
- Use benchmark assessments to identify trends.

Tier 2 (Targeted Support):

- Monitor students receiving supplemental interventions at least monthly.
- Is progress accelerating? Is the intervention matched to the student's specific needs? Does the time and intensity of the intervention need to be increased? Evaluate whether students are making expected progress compared to peers.

Tier 3 (Intensive Intervention):

- Track individual student progress at least bi-weekly.
- Is progress accelerating? Is the intervention matched to the student's specific needs? Evaluate whether students are making expected progress compared to peers.
- In addition: Evaluating monthly RTI progress monitoring data at quarterly RTI meetings with the Problem-Solving Team
- Evaluating FAST Reading PM 1, PM2 and PM 3 scores for proficiency and growth
- Student grades
- Use of various informal diagnostic assessments (for example ORF, nonsense word fluency, etc.) on a frequent, ongoing basis
- Classroom walkthroughs
- Data chats with teachers to reflect on Tier 3 effectiveness and adjust instruction

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: For grades 9 - 11 the student: Scores level 3 - 5 on the EOY or most recent statewide, standardized ELA assessment; or Scores level 3 – 5 on the BOY or most recent statewide, standardized ELA assessment For grades 11-12 the students: 80% or more of students have met the Reading graduation requirement The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • Graduation rate is above 90% • 80% of students are meeting grade level appropriate targets on FAST assessments • 80% of students are making expected growth between diagnostic assessments • 80% of students are passing ELA grade level coursework with a C average or better • 80% of students consistently score at or above proficiency on weekly reading assessments aligned to grade-level standards • Walkthrough data shows Tier 1 instruction is delivered with high fidelity in at least 80% of classrooms	

- Fewer than 20% of students require Tier 2 support, indicating Tier 1 is meeting the needs of most learners
- SAT/ACT data indicates 80% or more of students in grades 11-12 are demonstrating college readiness

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

- Instructional coaches at schools
- Monthly skill specific assessments following interventions
- ORF assessments monthly for students with decoding and fluency issues
- Classroom walkthroughs by administration with follow up support as needed
- Monitor RTI data at quarterly MTSS meetings with the Problem-Solving Team
- Monitor FAST data
- IPLP's
- Data chats take place with principals (school level data) teachers (class level data) and students (student level data) after PM cycles
- Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps
- Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications
- SLLT meetings
- DLLT meetings
- Professional learning tiered to meet needs
- Curriculum pacing checks to ensure teachers are on track and not rushing through essential content or lagging
- High-impact Tier 1 strategies are highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)

Core Instruction

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

Name of Program	Year of Program Adoption
McGraw Hill StudySync	2025

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

- Student did not meet grade level expectations on FAST or
- Student is not making expected gains between progress monitoring assessments; or
- Student has a D/F in ELA standards-based grade level assessments and/or coursework; or
- EOY, BOY, MOY FAST score of level 2

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

- For grades 9 - 12, the student:
- Scores Level 2 at the BOY on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas

of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

- Scores level 2 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3).

Number of times per week interventions are provided: 5 X's per week

Number of minutes per intervention session: 20 minutes per session

Course(s) where interventions take place: Intensive Reading

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		Verbiage (as needed)
Perfection Learning	No Evidence	Perfection Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Interventions for Students in Grades 4-9</i> : Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text; Part 3A. Build students' world and word knowledge so they can make sense of the text; Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; Part 3C. Teach students a routine for determining the gist of a short section of text; Part 3D. Teach students to monitor their comprehension as they read, Strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for comprehension strategies and vocabulary building. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including an initial professional learning session

		and ongoing classroom coaching provided by the instructional coach.
IXL	N/A	IXL 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; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by explicit, systematic vocabulary instruction, as well as instruction in reading and comprehending increasingly complex texts. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session (provided by the company) and monthly “pulse check” sessions by the school based instructional coach.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Student falls well below grade level expectations on FAST; or • Student fell well below expected gains on FAST/STAR Reading assessments; or • Student has failing grades on report card in ELA standards-based, grade level assessments and/or coursework; or • Minimal or no improvement as a result of Tier 2 interventions • EOY, BOY, MOY FAST scores of levels 1; or		

Minimal or no growth demonstrated on monthly RTI data points		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Data indicates a student in grades 9 - 12 may need Tier 3 interventions: - Scores level 1 on the BOY coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or - Scores level 1 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.; or - Students in grades 11 – 12 that haven't met the reading graduation requirement.		
Number of times per week interventions are provided: 5 X's per week Number of minutes per intervention session: 30 minutes per day Course(s) where interventions take place: Intensive Reading		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program		Verbiage (as needed)
Lexia PowerUp Literacy – teacher led lessons	1 – Strong Evidence	N/A
Perfection Learning	No Evidence	See verbiage on pages 36-37
as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? - Instructional coaches at schools - Monthly skill specific assessments following interventions - ORF assessments monthly for students with decoding and fluency issues - Classroom walkthroughs by administration with follow up support as needed - Monitor RTI data at quarterly MTSS meetings with the Problem-Solving Team - Monitor FAST progress monitoring data - IPLP's		

- Data chats take place with principals (school level data) teachers (class level data) and students (student level data) after PM cycles
- Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps
- Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications
- SLLT meetings
- DLLT meetings
- Professional learning tiered to meet needs
- Curriculum pacing checks to ensure teachers are on track and not rushing through essential content or lagging
- High-impact Tier 3 strategies are highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)

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

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

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

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

Name of Professional Learning	Target Audience	Description
Reading Horizons	K-3 ELA teachers	• Overview of RH instructional framework and how it aligns with the science of reading • Hands-on guidance for delivering lessons supporting the components of reading • Leadership focused session helping school leaders develop a vision and plan for literacy instruction
Benchmark Advance	K-5 ELA teachers	• Program overview including introduction to structure, philosophy, and alignment to S of R

		• Breakdown of unit structure and lesson planning tools • Digital platform navigation • Strategies for supporting ELLs, SWDs, and struggling learners • Small group instruction and intervention resources • Using formative and summative assessments to inform instruction and monitor progress • Opportunities for collaboration, lesson planning and creating common instructional routines
UFLI	K – 3 ELA teachers	• Overview of UFLI framework and how it aligns with the science of reading • Hands-on guidance for delivering lessons supporting the components of reading • Session focused on helping staff develop a vision and plan for literacy instruction in intervention when the tier 1 instruction wasn't effective
Perfection Learning	Grades 6 – 12 Intensive Reading teachers (tier 2)	• Overview of PL and how it aligns with the S of R Introduction to materials, digital tools and lesson structures • Guidance on pacing and instructional routines • Evidence-based strategies embedded in the curriculum • Support for differentiation, scaffolding, and student engagement • Interactive hands-on learning activities • Opportunities for collaboration and reflection among educators
Lexia	Grades 6 - 9	• Overview of Lexia's adaptive blended learning model and how it aligns with the S of R • The three strands of the PowerUp Literacy Platform (word study, grammar, comprehension) • Monitoring student progress and adjusting instruction using real-time data
Needs based micro-PL sessions	Grades K - 12	• Additional micro PL sessions on an as needed basis based on teachers needs as determined by classroom

		walkthroughs and student progress monitoring data
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. • We utilize the UF Lastinger Center Literacy Matrix and the NEFEC Literacy Matrix to provide a pathway for educators to earn the Reading Endorsement. • We utilize the UF Lastinger Center for educators and paras to provide the opportunity to earn literacy micro credentials at multiple different levels. • We use the BEESS portal as well as an in-district trainer to provide Exploring Structured Literacy or other courses that satisfy the 40-hour reading requirement. • We support teachers in their pursuit of advanced degrees in scientifically researched and evidence-based reading instruction through the PLCP program or the Para to Pro Program. • We will utilize opportunities provided via our State Regional Literacy Director who provides instructional guidance and/or professional learning on appropriate topics as deemed necessary based on student data. • We will utilize opportunities provided via our small and rural consortium NEFEC, who provides quality evidence and literacy-based PL throughout the school year. • BEESS portal professional learning will be offered to out of field, PDCP, inexperienced, or needs improvement/unsatisfactory teachers to help them 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. • Principals and/or lead teachers will work with teams/departments to provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs as needed.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Using data from FAST, classroom-based assessments, classroom walkthroughs, etc., school administration may pinpoint gaps in instructional effectiveness by grade level or classroom. They will use this data to determine which teachers or teams may need additional support or advanced training. The principal and instructional coach will then work together to tailor PL format and content such as: • Identify mentor teachers and establish model classrooms • Ensure that master schedules reflect time for teachers to meet weekly, providing the opportunity for common planning and professional learning reflective of school and staff needs as needed • Provide workshops for foundational skills • Instructional coaches provide job-embedded coaching for targeted support • Administration and/or instructional coaches provide microlearning modules for flexible, ongoing professional learning This process will be readdressed over time as additional student data is produced and analyzed.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.		

Mentor teachers are identified through data such as student achievement and growth data, classroom observation and evaluation results, and/or peer and administrator recommendations. Criteria used includes:

- Demonstrates consistent student growth based on progress monitoring and summative data
- Consistently demonstrates use of evidence-based instructional practices in literacy
- Demonstrates strong classroom management skills while creating a positive learning environment
- Willingness to mentor, reflect, and grow professionally.

Model classrooms are established and utilized within the school by:

- Selecting model teachers and clarifying the goals and purpose of model classrooms
- Ensuring the teachers are ready to host visiting teachers with minimal disruption
- Observations are scheduled (visiting teacher is partnered with the instructional coach), followed by a reflection session with the coach
- Instructional coach and visiting teacher debrief by identifying strategies seen and discussing how to implement these same strategies in their own classroom

Professional Learning Time

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

Master schedules are built intentionally to ensure grade or subject area teams have the same planning times, allowing opportunities for

- Lesson planning
- Mentoring
- Team collaboration and discussion of evidence-based practices
- BEES portal or micro credential coursework
- Model classroom visits
- Other professional learning opportunities

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
Title I After School Tutoring	Students identified as having a substantial reading deficiency and students receiving tier 2/3 reading intervention	This after-school tutoring initiative is funded through Title I and aims to accelerate reading growth for students identified through progress monitoring as having an SRD and/or students receiving Tier 2 or Tier 3 intervention during the school day. The goal of the tutoring program is to extend Tier 2/3 reading interventions and improve foundational reading skills. The tutoring program uses qualified instructors, evidence-based programs or practices, and explicit, small group instruction to close literacy gaps and move students toward achieving grade-level proficiency.

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

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

District Notification Plan for Substantial Reading Deficiency:

When a student is identified as having a substantial reading deficiency, the district takes immediate action (within 45 days of the assessment being taken) to inform parents and guardians. Our notification process includes the following steps:

- **Written Notification:** Parents receive a formal letter detailing the nature of the reading deficiency. This letter includes:
 - o Specific areas where the student is struggling.
 - o The criteria used to determine the deficiency.
 - o The implications of the deficiency for the student's academic progress.
- **Remediation Plan:** The plan outlines the district's plan to address the deficiency, including:
 - o Targeted interventions and instructional strategies.
 - o Frequency and duration of support services.
 - o Progress monitoring methods.
- **Comprehensive Read-at-Home Plan:** Parents are provided with a Comprehensive Read-at-Home plan that contains free online resources for helping children master the following six key concepts of effective reading instruction, as well as parent friendly definitions of them:
 - o Oral language
 - o Phonemic Awareness
 - o Phonics
 - o Fluency
 - o Vocabulary
 - o Comprehension

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).

Literacy partnerships or programs the district fosters to increase support for families to engage in literacy activities and reading at home include:

- The Dixie County Public Library offers a summer reading program that includes story time, guest speakers and crafts, books, e-books, and audiobook rentals.
- New Worlds Reading Initiative
- Title I, which provides funding to improve literacy for grades K – 7 students throughout the district
- Dixie County Drug Coalition
- CLSD grant

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

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

Initials	Assurance
MJ	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
MJ	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>
MJ	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.
MJ	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
MJ	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
MJ	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.
MJ	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
MJ	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
MJ	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Signature:

Michael A. Thomas

Date:

8/7/2025

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

9) Highly Effective Teachers

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

Strategies our district has taken to Prioritize Highly Effective Teachers in Grades K–2

- **Strategic Staffing Policies**
 - Use student growth data and teacher evaluation results to inform placement decisions, ensuring the most impactful teachers are in early grades.
 - Prioritize K–2 classrooms when assigning teachers rated “Highly Effective” under the state evaluation system.
 - Limit involuntary transfers of highly effective teachers out of K–2 unless a suitable replacement is identified.
 - Revamping our elementary campuses to be PreK – 3 and 4 – 6, then strategically placing our highest-performing principal at the Pre-K through 3 school, ensuring students have an optimum start in the earliest years of their education.
- **Professional Development and Coaching**
 - Provide specialized training in early literacy instruction aligned with the **Science of Reading** on an as needed basis.
 - Assign the school-based literacy coach to support K–2 teachers, with a focus on continuous improvement and data-driven instruction.
- **Retention Strategies**
 - Implement mentorship programs in an effort to support and retain highly effective K–2 teachers.
 - Recognize and reward excellence in early literacy instruction through awards or public acknowledgment.
- **Data-Driven Monitoring**
 - Regularly review reading proficiency data by classroom and teacher effectiveness to ensure alignment of resources and support.
- **Collaborative Planning Time**
 - Provide structured time for K–2 teachers to collaborate, analyze student data, and plan targeted interventions.