

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	Nicole Dowen	grausen@duvalschools.org	904-390-2583
Data Element	Katy Stouffer	ramseyk@duvalschools.org	904-348-7895
Third Grade Promotion	Nicole Dowen	grausen@duvalschools.org	904-390-2583
Multi-Tiered System of Supports	Erin Royce	roycee@duvalschools.org	904-390-2505
Other (Chief Academic Officer)	Paula Renfro	renfrop@duvalschools.org	904-348-5144

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	\$667,259.00	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$1,532,591.00	
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$264,910.00	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$1,411,263.57	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$3,876,023.57	

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	1%	0%	90%	91%

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

Based on an analysis of student performance data showing that 90% of VPK students were proficient on the end-of-year state assessment, the district is committed to maintaining and improving these strong outcomes by using a targeted, data-informed approach. To further improve literacy outcomes—especially for the 10% of students not yet meeting proficiency—the district will strengthen instruction using multisensory literacy interventions designed to support phonological awareness, print concepts, and letter sound correspondence. These interventions will engage students through visual, auditory, and kinesthetic tactile modalities, aligned with the Science of Reading. In addition to performance data, the district has analyzed CLASS (Classroom Assessment Scoring System) observations, which indicate strengths in emotional support and classroom organization but areas for growth in instructional support—particularly in concept development and language modeling. To address this, the district will provide targeted professional development focused on enhancing teacher-child interactions that promote higher-order thinking, vocabulary development, and extended discourse during literacy activities. Building teacher capacity will involve explicit, job-embedded coaching to improve instructional practices. District specialists and early literacy coaches will provide modeling, co-teaching, and feedback cycles focused on improving the quality of teacher language, questioning strategies, and intentional scaffolding during small group and whole-group literacy instruction. Teachers will be trained to use student assessment data—including observational data and progress monitoring tools—to plan responsive, differentiated instruction. High-quality, evidence-based literacy curriculum materials aligned to the Science of Reading will be used consistently across VPK classrooms. These materials will support explicit instruction in phonemic awareness, alphabet knowledge, and vocabulary. Family engagement strategies will also be enhanced, including take home literacy activities and workshops to support early reading habits at home. Through these aligned efforts—focused on strengthening instruction, enhancing teacher-child interactions as measured by CLASS, and using data to drive decision-making—the district aims to ensure that all VPK students develop strong foundational literacy skills and are well-prepared for kindergarten.

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

FAST (Data reflects preliminary raw 2025 PM3 Scores)				
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	23%	18%	53%	63%
1	29%	24%	56%	66%
2	31%	28%	48%	58%
3	28%	23%	51%	61%
4	25%	20%	54%	64%
5	21%	16%	55%	65%
6	24%	19%	55%	65%
7	25%	20%	54%	64%
8	23%	18%	54%	64%
9	23%	18%	54%	64%
10	20%	15%	58%	68%

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	• FAST Progress Monitoring 3x a year • STAR CBM Reading -3x a year (K-2) • STAR Reading- 3x a year (3-5 select) • District Developed Summative Assessment (2-5) 1x a year • Benchmark Advance Unit Assessments- Monthly	• FAST Progress Monitoring 3x a year • STAR CBM Reading -3x a year (K-2) • STAR Reading- 3x a year (3-5 select) • District Developed Summative Assessment (2-5) 1x a year • Benchmark Advance Unit Assessments- Monthly
Actions for continuous support and improvement	District level leadership in the ELA department, regional teams, and cabinet monitor state and local assessment data as it becomes available and conducts an analysis of scores to identify schools needing additional support and/or adjusts district-level support accordingly. Data are also used to identify where students and teachers are excelling to serve as models from which others can learn, and to identify areas of focus for professional learning sessions. Item analysis are conducted on district developed an unit assessments. The resulting data is used to evaluate the validity of the assessments and identify specific instructional focus for each grade level. That instructional focus is then incorporated into district monthly professional learning cohorts for schools and administrators.	As new data become available, teachers, teacher teams, and leadership teams analyze assessment results to identify both students and educators who may need additional support. This analysis informs instructional adjustments and helps tailor professional learning opportunities. Teachers identified as needing support may receive targeted coaching cycles and participate in monthly professional learning cohorts focused on specific instructional strategies. Student ownership of learning is promoted through regular data chats and individualized goal setting, encouraging students to take an active role in their academic progress. Celebrating growth—both student and teacher—cultivates a culture of high achievement and continuous improvement. Those who demonstrate strong performance are recognized and often serve as models of effective practice, providing valuable learning opportunities for their peers.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	• FAST Progress Monitoring 3x a year	• FAST Progress Monitoring 3x a year

	• Edmentum Exact Path-3x a year • District Developed Optional Summative Assessment-1x a year • ELA District Created Interim Assessments monthly • HMH Read180 NWEAP Map Growth- 3x a year	• Edmentum Exact Path-3x a year • District Developed Optional Summative Assessment-1x a year • ELA District Created Interim Assessments monthly • HMH Read180 NWEAP Map Growth- 3x a year
Actions for continuous support and improvement	District level leadership in the ELA department, regional teams, and cabinet monitor state and local assessment data as it becomes available and conducts an analysis of scores to identify schools needing additional support and/or adjusts district-level support accordingly. Data are also used to identify where students and teachers are excelling to serve as models from which others can learn, and to identify areas of focus for professional learning sessions. Item analysis are conducted on district developed an unit assessments. The resulting data is used to evaluate the validity of the assessments and identify specific instructional focus for each grade level. That instructional focus is then incorporated into district monthly professional learning cohorts for schools and administrators.	As new data become available, teachers, teacher teams, and leadership teams analyze assessment results to identify both students and educators who may need additional support. This analysis informs instructional adjustments and helps tailor professional learning opportunities. Teachers identified as needing support may receive targeted coaching cycles and participate in monthly professional learning cohorts focused on specific instructional strategies. Student ownership of learning is promoted through regular data chats and individualized goal setting, encouraging students to take an active role in their academic progress. Celebrating growth—both student and teacher—cultivates a culture of high achievement and continuous improvement. Those who demonstrate strong performance are recognized and often serve as models of effective practice, providing valuable learning opportunities for their peers.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	• FAST Progress Monitoring 3x a year • District Developed Optional Summative Assessment-1x a year	• FAST Progress Monitoring 3x a year • District Developed Optional Summative Assessment-1x a year

	• ELA District Created Interim Assessments monthly • Mastery Prep TruScore Practice Tests (11-12)-3-5x a year	• ELA District Created Interim Assessments monthly • Mastery Prep TruScore Practice Tests (11-12)-3-5x a year
Actions for continuous support and improvement	District level leadership in the ELA department, regional teams, and cabinet monitor state and local assessment data as it becomes available and conducts an analysis of scores to identify schools needing additional support and/or adjusts district-level support accordingly. Data are also used to identify where students and teachers are excelling to serve as models from which others can learn, and to identify areas of focus for professional learning sessions. Item analysis are conducted on district developed an unit assessments. The resulting data is used to evaluate the validity of the assessments and identify specific instructional focus for each grade level. That instructional focus is then incorporated into district monthly professional learning cohorts for schools and administrators.	As new data become available, teachers, teacher teams, and leadership teams analyze assessment results to identify both students and educators who may need additional support. This analysis informs instructional adjustments and helps tailor professional learning opportunities. Teachers identified as needing support may receive targeted coaching cycles and participate in monthly professional learning cohorts focused on specific instructional strategies. Student ownership of learning is promoted through regular data chats and individualized goal setting, encouraging students to take an active role in their academic progress. Celebrating growth—both student and teacher—cultivates a culture of high achievement and continuous improvement. Those who demonstrate strong performance are recognized and often serve as models of effective practice, providing valuable learning opportunities for their peers.

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 the CERP reflection process and student performance data, it is evident that we must continue strengthening implementation of our state-adopted, rigorous, evidence-based reading and writing curriculum to ensure consistent, high-quality instruction across all classrooms. This work will focus on streamlining systems and developing a teacher support pipeline that provides differentiated professional learning based on educator needs. In addition to targeted professional learning, district specialists will support schools through coaching cycles, common planning sessions, and individualized assistance. Progress will be monitored through both qualitative and quantitative measures, with tiered supports provided to schools requiring additional intervention. Classroom observations conducted jointly by school and district

leaders will continue to calibrate expectations for effective literacy instruction, and virtual office hours will remain available to teachers while expanding to include school leaders.

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

Administrators conduct weekly classroom walkthroughs with their leadership teams to collect data on key instructional indicators aligned to their school improvement plans. In addition, instructional rounds involving both district and school-based leaders are conducted to monitor instructional practices and student learning. During these observations, leaders gather evidence of curriculum implementation and the use of district-aligned instructional practices. The resulting data and feedback are shared with principals to inform next steps for common planning, professional learning, and targeted instructional support.

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

School leadership teams have access to data dashboards that provide classroom- and school-level reports for formative assessments, summative assessments, diagnostic assessments, and state testing. These platforms offer real-time student performance data, allowing leaders to identify instructional gaps, monitor trends, and address early warning indicators. Item analysis and p-value reports support the evaluation of assessment quality and help guide instructional decision-making. Data can be analyzed across individual or multiple assessments and disaggregated by benchmark to pinpoint specific areas of need. Following each diagnostic or formative assessment, school teams analyze the data and develop instructional and intervention action plans, which are shared with regional leadership through the school's 4-Step Plan process. This district-wide framework enables school leaders to identify students performing below grade level and implement targeted strategies to address identified skill gaps and accelerate student achievement.

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

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

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

☒ Yes

☐ No

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

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

Principals receive communication from the Director of ELA outlining the role of district literacy specialists and the types of support they provide to schools. Literacy specialists then meet with each principal to review the school's needs, clarify expectations for the role, and collaboratively determine the areas of focus that will have the greatest impact on teaching and learning. The district's coaching model and expectations for literacy support are reviewed with school-based administrators and literacy coaches during the ELA Leading the Launch summer principal training and reinforced through monthly leadership cohort meetings to ensure consistent implementation across schools.

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

Literacy coaches participate in monthly professional learning sessions designed to strengthen their coaching practices and deepen their literacy content knowledge. Each coach is assigned a dedicated contact within the Office of Literacy who serves as a resource for ongoing support and can coordinate additional on-site assistance when needed. Coaches also have access to a Microsoft Teams site for ELA leaders that houses

instructional resources, professional learning materials, and a collaborative forum that provides ongoing support and opportunities for questions and feedback.

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 will continue with cohorted sessions held at school sites to allow for classroom observation, modeling of common planning practices, data analysis, and more consistent collaboration among participants. These sessions have been redesigned to allow for true differentiation of PL for teachers. A pipeline was developed to focus on ELA 101, 201, and 301, with a heavy emphasis on new/novice teachers. District specialists will work with individual coaches in need of individualized support.

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

Coaching cycles completed by district specialists are recorded via a digital coaching log that is accessible to district leadership and shared with the school's principal. School-based coaches document their coaching cycles for the principal.

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

The district measures the effectiveness of literacy coaches through a combination of student achievement outcomes, teacher growth, and qualitative feedback. This includes monitoring trends in student performance on state assessments, district assessments, and progress-monitoring measures, as well as evaluating improvements in instructional practices through classroom observations. Teacher surveys and feedback provide insight into the impact of coaching support on classroom instruction. Additionally, coaching logs and time-allocation data are reviewed to ensure coaches are providing targeted, high-impact support aligned to school and district literacy goals.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers

to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.

- **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The district's strategic plan aligns with Florida's Formula for Reading Success by prioritizing accelerated literacy growth for all students, with a focused goal of moving students from the lowest quartiles of reading and writing performance to the highest levels of proficiency. This work is anchored in key district priorities reflected in the KPIs, including increasing student achievement in ELA, closing achievement gaps for students with disabilities and English Language Learners, and ensuring access to high-quality, standards-aligned instruction.

To achieve these outcomes, the district emphasizes the recruitment and retention of highly effective educators, the delivery of targeted supports for students who are not yet meeting grade-level expectations, and the cultivation of strong instructional leadership and school culture. Core instruction is grounded in state standards and supported through high-quality instructional materials that are designed to build background knowledge through grade-level, content-rich texts. Instructional guidance includes explicit supports for students with disabilities, including access to standards and Access Points, as well as scaffolds for English Language Learners to ensure equitable access to rigorous content.

In addition, academic discourse and writing in response to reading are embedded across all grade levels to strengthen comprehension and analytical thinking. The district's Multi-Tiered System of Supports (MTSS) framework defines clear expectations for Tier 2 and Tier 3 interventions, ensuring timely, targeted support for students in need. Tier 3 instruction is provided by certified or reading-endorsed educators and is accompanied by individualized planning through IEPs or PMPs, reinforcing the district's commitment to accountability, equity, and continuous improvement in literacy outcomes.

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 district's public school PreK program- including VPK, ESE, and other early childhood services- is grounded in developmentally appropriate instruction aligned to the Florida Early Learning and Developmental Standards. All VPK students are assessed using state-approved tools such as the VPK FAST to monitor growth in early literacy and numeracy. Instruction is data-driven and differentiated to meet the diverse needs of learners, including students with disabilities, through individualized education plans (IEPs) and targeted interventions. Teachers implement evidence-based curricula that incorporate hands-on, play-based, and multisensory learning experiences. Small group instruction is prioritized to provide targeted support and enrichment based on ongoing student performance data. Inclusive classroom settings and co-teaching models promote access to grade-level content and foster peer interaction for ESE students. To support continuous improvement, the district also incorporates data from the Classroom Assessment Scoring System (CLASS). CLASS observations provide valuable insight into teacher-child interactions—particularly in areas such as instructional support, concept development, and language modeling. These

data points are used to inform professional development and coaching priorities, ensuring teachers receive targeted support to improve the quality of instructional interactions that promote higher-order thinking, vocabulary growth, and deeper engagement with literacy and numeracy content. Ongoing professional development focuses on early childhood best practices, including strategies for language development, positive behavior support, inclusive instruction, and early intervention. Job embedded coaching and reflective practice are used to help teachers strengthen their interactions and instructional delivery based on both student outcome data and CLASS feedback. Families are engaged as essential partners through regular communication, parent-teacher conferences, and access to home learning resources. Progress is monitored frequently to ensure all students remain on track for kindergarten readiness. This comprehensive and responsive approach—grounded in student data, CLASS feedback, and evidence-based practice—ensures equity, access, and strong foundational skills for all PreK learners.

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

Duval County Public Schools offers a comprehensive public PreK program that includes Voluntary Prekindergarten (VPK), Exceptional Student Education (ESE), and other PreK classrooms, with both full-day and half-day options available to meet the needs of students and families. Teachers use district-developed curriculum guides aligned to the Florida Early Learning and Development Standards to plan daily instruction and deliver high-quality Tier I instruction using state-approved materials, including *World of Wonders*, *Frog Street*, and *Connect for Learning*. Students are assessed regularly through formal and informal measures, including the FAST STAR Early Literacy assessment administered three times annually to VPK students, to monitor growth and inform instruction. Teachers analyze data to guide whole-group and small-group instruction, while weekly collaborative planning sessions support differentiated instruction, reteaching, and enrichment opportunities. Students requiring additional support receive Tier II interventions through evidence-based resources such as *Michael Heggerty Phonemic Awareness* and *Nemours BrightStart!*. District staff and specialists further support instructional quality through professional learning, data analysis, and ongoing monitoring of instructional practices to ensure all students make meaningful progress.

Beginning in the 2026–2027 school year, Duval County Public Schools will implement Khan Academy Kids as a supplemental instructional and assessment platform for VPK students to strengthen early literacy development and kindergarten readiness. Aligned to the Science of Reading, Khan Academy Kids provides systematic and explicit instruction in foundational literacy skills, including phonological awareness, phonemic awareness, letter-sound correspondence, vocabulary, oral language, and early comprehension. The platform's adaptive learning pathways and embedded assessments provide teachers with real-time data to monitor progress, identify learning gaps, and deliver targeted instruction based on individual student needs. By complementing classroom instruction with engaging, developmentally appropriate learning experiences and differentiated practice opportunities, Khan Academy Kids will support accelerated literacy growth, improve reading readiness, and strengthen kindergarten transition outcomes for all VPK students.

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

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., receive targeted interventions using Nemours BrightStart! Early Literacy Intervention Program. This evidence-based program provides systematic, multisensory instruction focused on phonological awareness, letter knowledge, and vocabulary development. Interventions are delivered in small groups or one-on-one settings, in addition to core literacy instruction. Teachers use progress monitoring data to tailor instruction and ensure interventions address each child's specific needs. The

Nemours program includes engaging activities that build foundational skills through repetition and active learning. Parents are informed of their child's progress and given tools to reinforce learning at home. Instructional staff are trained in the effective delivery of Nemours BrightStart! to maintain fidelity and maximize student outcomes. ESE students receive additional support aligned with their IEP goals. The goal of the intervention is to close early literacy gaps and ensure all students are prepared for kindergarten success.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

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

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?
	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Benchmark Advance Unit Assessments	☐ 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
UFLI 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
CORE Reading Maze	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Benchmark Advance Quick Checks	☐ VPK ☐ PreK ☒ Grade K	☐ Oral Language ☒ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

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

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

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

The Division of Accountability and Assessment will provide a report to each principal that identifies students in grades K-3 in need of Tier 2 or Tier 3 interventions based on the designated achievement levels after each

state level progress monitoring assessment (K-2) or FAST PM (grade 3) and STAR CBM data (K-2) and designated percentile ranks for STAR Reading (3rd Grade). Teachers and the school MTSS team will use the available information from screening and diagnostic assessments, as well as classroom data to identify areas of deficiencies and create a plan for the appropriate tier of intervention (PMP or IEP goals) including specific goals, strategies, and progress monitoring. For students who are new to the state or lack state test scores, teachers and the MTSS team use classroom data from common unit assessment, student observation data, and information from cumulative folders to determine whether Tier 2 or Tier 3 interventions are needed. This team will meet every 4-8 weeks to discuss student progress and if any adjustments to the plan are needed.

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

The Division of Accountability and Assessment will provide a report to each principal that identifies students in grades 4-5 in need of Tier 2 or Tier 3 interventions based on the designated achievement levels after each FAST PM assessment and percentile ranges after STAR Reading. This team will meet every 4-8 weeks to discuss student progress and if any adjustments to the plan are needed. Teachers will use the available information from the screening and diagnostic assessments to identify areas of deficiencies and create a plan for the appropriate tier of intervention (PMP or IEP goals) including specific goals, strategies, and progress monitoring. For students who are new to the state or lack state test scores, teachers use classroom data, student observation data, and information from cumulative folders to determine whether Tier 2 or Tier 3 interventions are needed.

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

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

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Data from our universal screener (Star Early Literacy, Star Reading) will be used to identify students in grades K-3 demonstrating characteristics of dyslexia. Students scoring in the Urgent Intervention District Benchmark category (below the 10th PR) will be identified for additional screening. For students in 3rd grade, FAST Star Reading PM3 from the previous school year (below the 10th PR) will be used to identify those needed additional screening.

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

All students in grades K-2 will be given selected STAR CBM assessments three times a year. The required measures include:

- K: Letter Naming Fluency (RAN), Receptive Nonsense Words
- 1: Expressive Nonsense Words, Passage Oral Reading Fluency
- 2: Expressive Nonsense Words, Passage Oral Reading Fluency

Additional screening and diagnostic assessments, including Star CBM (K-2nd) and STAR Reading (3rd), will be administered to further identify student's instructional needs and to select an evidence-based intervention. Progress monitoring in the identified domain will measure the impact of the intervention.

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

The effectiveness of Tier 1 instruction is monitored through regular analysis of assessment data, classroom observations, and collaborative teacher planning. If a significant number of students are not meeting benchmarks, it signals a need to strengthen core instruction. Instructional leaders and coaches conduct walkthroughs to assess alignment to standards and teaching quality, while teacher teams use PLCs to review student work, analyze data, and adjust instruction. This continuous cycle ensures Tier 1 remains effective and responsive to student needs.

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

Tier 2 interventions generally last 6-8 weeks. During that time, progress monitoring using targeted assessments aligned to the specific skills being addressed are given a minimum of every 2 weeks. Data and parent input is reviewed with the CPST every 6–8 weeks to determine whether students are making adequate growth toward their goals. If a student is not showing sufficient progress during that time, the intervention may be adjusted in intensity, frequency, or instructional strategy.

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

All Tier 3 interventions last 6-8 weeks. During that period, effectiveness of interventions is closely monitored through frequent and detailed progress monitoring, often weekly or biweekly, using assessments directly aligned to the student's specific learning goals. Data is analyzed to track individual student growth and to determine if the interventions are producing meaningful improvement. If progress is insufficient, the intervention plan is reviewed and adjusted—this may include increasing intensity, changing strategies, or adding additional supports. Regular meetings at a of minimum of 6–8 weeks involving parents, teachers, specialists, and leadership teams ensure collaborative decision-making and timely adjustments, with the goal of providing highly individualized support to meet each student’s unique needs.

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:	
<u>Grades K-2:</u> Score level 3 or higher on FAST PM1 or EY PM from previous year and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension. <u>Grades 3-5:</u> Score level 3 or higher on FAST PM1 or EY PM from previous year and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.	
Eighty percent or more of students do not require Tier 2 or 3 interventions, or eighty percent or more of students are scoring a Level 3, 4, or 5 on the FAST ELA PM (1-3).	
Core Instruction	

Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
University of Florida Literacy Institute (UFLI) Foundations (K-2) for Phonemic Awareness, Phonics, and Fluency Instruction-refer to page 16 for verbiage	2023	
Benchmark Advance (K-5) Vocabulary and Comprehension	2021	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: <u>Grades K-2:</u> Student scores below Level 3 on a state progress monitoring assessment PM1 and the student has demonstrated, through progress monitoring, formative assessments (monthly district assessments below 65%), or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension. <u>Grades 3-5:</u> Student scores below Level 3 on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments (monthly district assessments below 65%), or teacher observation, data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: <u>Grades K-2:</u> Score a Level 2 or below on the state progress monitoring assessment (PM3), and/or scored On Watch on STAR CBM, and/or the student has demonstrated, through progress monitoring, formative assessments (monthly district assessments between 40%-64%), or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension. <u>Grades 3-5:</u> Score of Level 2 on FAST PM3, and/or scored On Watch on STAR Reading, and/or the student has demonstrated, through progress monitoring, formative assessments (monthly district assessments between (40%-64%), or teacher observation, data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.		
Number of times per week interventions are provided: 2-3 times per week Number of minutes per intervention session: 15-30 minutes		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Core5 Reading (K-5)	Moderate	
University of Florida Literacy Institute (UFLI) Foundations Lesson Extensions Phonemic		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:

Awareness and Phonics (K-5)		<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 to letters – 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 the eight steps of a UFLI lesson: Phonemic Awareness, Visual Drill, Auditory Drill, Blending Drill, Direct Instruction and Review of New Concept, Word Work, Irregular Words, and Connected Text. The district will support and monitor implementation of this program by classroom observation and targeted coaching, including initial and monthly ongoing opportunities for professional learning
Heggerty Phonemic Awareness (K-2)		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 to letters-Tier 1 Strong Evidence These recommendations were built into the program by explicit, systematic instruction of phonemic awareness skills. The district will support and monitor implementation of this program by classroom observation and by including initial training and on-demand support.
Heggerty Bridge the Gap Phonemic Awareness Intervention (3-5)		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 to letters-Tier 1 Strong Evidence

		These recommendations were built into the program by explicit, systematic instruction of phonemic awareness skills. The district will support and monitor implementation of this program by classroom observation and by including initial training and on-demand support.
Seeing Stars (K-5)		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 to letters-Tier 1 Strong Evidence • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words- Tier 1 Strong 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-Tier 1 Strong Evidence • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly-Tier 1 Strong Evidence <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:</i> • Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists-Tier 3 Promising Evidence These recommendations were built into the program by explicit, systematic instruction of phonemic awareness skills. The district will support and monitor implementation of this program by classroom observation and by including initial training and on-demand support.
Barton Reading and Spelling System (3-5)		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 to letters-Tier 1 Strong Evidence • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words- Tier 1 Strong 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-Tier 1 Strong Evidence • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly-Tier 1 Strong Evidence <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:</i> • Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists-Tier 3 Promising Evidence These recommendations were built into the program by explicit, systematic instruction of phonemic awareness skills. The district will support and monitor implementation of this program by classroom observation and by including initial training and on-demand support.
Word Connections (3-5)		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words-Tier 1 Strong Evidence This recommendation is built into the program by providing data on accuracy, rate, and prosody after each reading of a passage and direct instruction on the five words struggled with the most. The district will support and monitor implementation of this program through classroom observations and by providing initial training and on-demand support for professional learning.
District-created tutoring modules aligned to B.E.S.T benchmarks		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:

		<i>Providing Reading Interventions for Students in Grades 4-9</i> • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words-Tier 1 Strong Evidence • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly-Tier 1 Strong Evidence • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text-Tier 1 Strong Evidence <i>Improving Adolescent Literacy: effective Classroom and Intervention Practices recommendation:</i> • Recommendation 1: Provide explicit vocabulary instruction-Tier 3 Promising Evidence • Recommendation 2: Provide direct and explicit comprehension strategy instruction-Tier 3 Promising Evidence These recommendations were built into the program by explicit phonics instruction (Track A), repeated reading to build fluency (Tracks A and B), and direct and explicit comprehension strategy instruction and practice (Tracks A and B). The district will support and monitor implementation of this program through school level four-step planning and implementation of small group tutoring programs, including initial training and on-demand support for professional learning.
Amira	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language & Literacy	Promising	
Hands on English for English Language Learners K-2		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</i>

		• Recommendation 1: Screen for reading problems and monitor progress. Tier 1 Strong Evidence • Recommendation 2: Provide intensive small group reading interventions. Tier 1 Strong Evidence • Recommendation 3: Provide extensive and varied vocabulary instruction. Tier 1 Strong Evidence • Recommendation 4: Develop academic English. Tier 4-Minimal Evidence • Recommendation 5: Schedule regular peer-assisted learning opportunities Tier 1 Strong Evidence These recommendations were built into the program through a proficiency-based program designed for young English learners. Through carefully designed speaking, listening, reading, and writing tasks in a wide range of contexts, the program provides explicit instruction in vocabulary, grammar, and language functions to build both academic skills and English language proficiency. The district will support and monitor implementation of this program by providing initial training in a train-the-trainer model and individualized support for resource specialists as needed.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. • UFLI Foundations (K–2): A structured phonics program using explicit, systematic instruction. Lessons incorporate letter tiles, handwriting practice, and oral blending to connect visual, auditory, and motor pathways for reading and spelling. • Heggerty Phonemic Awareness (K–2) and Bridge the Gap (3–5): Daily oral routines engage students in hearing, saying, and manipulating sounds through gestures and verbal repetition. These activities strengthen the auditory and kinesthetic connections essential for decoding. • Seeing Stars (K–5): Builds symbol imagery for phonemic awareness and orthographic mapping. Students use visual imagery, air writing, and verbalization to reinforce letter-sound relationships and sight word recognition. • Visualizing and Verbalizing (ESE): Focuses on creating mental imagery while listening or reading. Students are guided to visualize concepts, describe them verbally, and connect images to comprehension and memory. • Word Connections (3–5): Integrates morphology, vocabulary, and etymology instruction with visual organizers and word-building activities, helping students make multisensory connections between word parts and meanings. • Amira Tutoring: Uses oral reading and immediate feedback to strengthen fluency. The interactive, voice-based system supports auditory and verbal reinforcement of decoding and prosody. • Imagine Learning (ESOL): Provides language-rich, interactive lessons combining visuals, audio, and movement-based tasks to support vocabulary, syntax, and oral language development for English learners.		

Language Power does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

- Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Tier 1 Strong Evidence
- Recommendation 2: Integrate oral and written English language instruction into content-area teaching. Tier 1 Strong Evidence
- Recommendation 3: Provide regular, structured opportunities to develop written language skills. Tier 4-Minimal Evidence
- Recommendation 4: Provides small-group instructional intervention to students struggling in areas of literacy and English language development. Tier 1 Strong Evidence

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

- Recommendation 1: Screen for reading problems and monitor progress. Tier 1 Strong Evidence
- Recommendation 2: Provide intensive small group reading interventions. Tier 1 Strong Evidence
- Recommendation 3: Provide extensive and varied vocabulary instruction. Tier 1 Strong Evidence
- Recommendation 4: Develop academic English. Tier 4-Minimal Evidence
- Recommendation 5: Schedule regular peer-assisted learning opportunities Tier 1 Strong Evidence

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity, or the student falls below a level 2 on any state progress monitoring assessment, an/or scores Intervention on STAR Reading, or below 40% on district monitoring assessments or monthly common assessments, Tier 3 interventions should be started.

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

Beginning of Year Data

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

Grades K-2: Score Level 1 on the state progress monitoring assessment PM1 or EY previous year and/or Intervention on STAR CBM, and/or the student has demonstrated, through progress monitoring, formative assessments (below 40%), 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.

Grades 3-5: Score Level 1 on FAST PM1 or EY previous year and/or Intervention on STAR Reading the student has demonstrated, through progress monitoring, formative assessments (below 40%), 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.

Students in grades K-3 are identified with a substantial deficiency in reading and in need of Tier 3 interventions when they have previously been retained.

Number of times per week interventions are provided: 4-5 times a week

Number of minutes per intervention session: 30-45 minutes

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
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UFLI Foundations Lessons Phonemic Awareness and Phonics (K-5)		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 to letters – 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 the eight steps of a UFLI lesson: Phonemic Awareness, Visual Drill, Auditory Drill, Blending Drill, Direct Instruction and Review of New Concept, Word Work, Irregular Words, and Connected Text. The district will support and monitor implementation of this program by classroom observation and targeted coaching, including initial and monthly ongoing opportunities for professional learning
Heggerty Phonemic Awareness (K-2)		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 to letters-Tier 1 Strong Evidence These recommendations were built into the program by explicit, systematic instruction of phonemic awareness skills. The district will support and monitor implementation of this program by classroom observation and by including initial training and on-demand support.
Heggerty Bridge the Gap Phonemic Awareness Intervention (3-5)		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 to letters-Tier 1 Strong Evidence These recommendations were built into the program by explicit, systematic instruction of phonemic awareness skills. The district will support and monitor implementation of this program by classroom observation and by including initial training and on-demand support.
Seeing Stars (K-5)		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 to letters-Tier 1 Strong Evidence • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words- Tier 1 Strong 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-Tier 1 Strong Evidence • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly-Tier 1 Strong Evidence <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:</i> • Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists-Tier 3 Promising Evidence These recommendations were built into the program by explicit, systematic instruction of phonemic awareness skills. The district will support and monitor implementation of this program by classroom observation and by including initial training and on-demand support.
Barton Reading and Spelling System (3-5)		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 to letters-Tier 1 Strong Evidence • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words- Tier 1 Strong 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-Tier 1 Strong Evidence • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly-Tier 1 Strong Evidence <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:</i> • Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists-Tier 3 Promising Evidence These recommendations were built into the program by explicit, systematic instruction of phonemic awareness skills. The district will support and monitor implementation of this program by classroom observation and by including initial training and on-demand support.
Word Connections (3-5)		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words-Tier 1 Strong Evidence This recommendation is built into the program by providing data on accuracy, rate, and prosody after each reading of a passage and direct instruction on the five words struggled with the most. The district will support and monitor implementation of this program through classroom observations and by providing initial training and on-demand support for professional learning.

Amira Learning	Moderate	
District-created tutoring modules aligned to B.E.S.T benchmarks		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words-Tier 1 Strong Evidence • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly-Tier 1 Strong Evidence • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text-Tier 1 Strong Evidence <i>Improving Adolescent Literacy: effective Classroom and Intervention Practices recommendation:</i> • Recommendation 1: Provide explicit vocabulary instruction-Tier 3 Promising Evidence • Recommendation 2: Provide direct and explicit comprehension strategy instruction-Tier 3 Promising Evidence These recommendations were built into the program by explicit phonics instruction (Track A), repeated reading to build fluency (Tracks A and B), and direct and explicit comprehension strategy instruction and practice (Tracks A and B). The district will support and monitor implementation of this program through school-level four-step planning and implementation of small group tutoring programs, including initial training and on-demand support for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Language Power (K-5 Sheltered Classrooms*)		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program

		<i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</i> • Recommendation 1: Screen for reading problems and monitor progress. Tier 1 Strong Evidence • Recommendation 2: Provide intensive small group reading interventions. Tier 1 Strong Evidence • Recommendation 3: Provide extensive and varied vocabulary instruction. Tier 1 Strong Evidence • Recommendation 4: Develop academic English. Tier 4-Minimal Evidence • Recommendation 5: Schedule regular peer-assisted learning opportunities Tier 1 Strong Evidence These recommendations were built into the program through activities that focus on reading, writing, listening, and speaking. Thematically grouped texts accompanied by essential questions, and other inputs that build academic language, content-area literacy, and critical thinking skills. The district will support and monitor implementation of this program by providing initial training and model and individualized support for resource specialists as needed.
Imagine Learning and Language (K-5)-teacher led lessons	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. • University of Florida Literacy Institute (UFLI) Foundations (K-5)-refer to page 17 • Heggerty Phonemic Awareness (K-2)-refer to page 18 • Heggerty Bridge the Gap Intervention (3-5)-refer to page 18-19 • Seeing Stars (K-5)-refer to pages 19 • Word Connections (3-5)-refer to page 20 • Amira (K-5)- refer to page 21 • Language Power (ESOL)-refer to page 26 These recommendations were built into the program through explicit instruction that engages students in speaking, listening, reading, and writing through a gradual release model. The district will support and monitor implementation of this program by providing initial training in a train-the-trainer model and individualized support for resource specialists as needed		

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: The district will offer a six-week Summer Reading camp for all third-grade students who scored a level 1 on the FAST ELA PM3 and did not receive good cause exemption. Participating students will have 270 minutes of literacy instruction five days a week. Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): • Everfi Word Force (Phonics, Phonemic Awareness, Vocabulary, Fluency, Reading Comprehension) • Reading A-Z Explicit, Systematic Phonics Lessons • Measuring Up Vocabulary and Reading Comprehension • Heinemann Interactive Read Alouds (Reading Across Genres) The National Reading Panel (2000) found that certain instructional methods are better than others. To become good readers, children must develop: • Phonemic Awareness • Phonics Skills • The ability to read words in text in an accurate and fluent manner. • The ability to apply comprehension strategies consciously and deliberately as they read. What Works Clearinghouse Practice Guides: <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 to letters- Tier 1 Strong Evidence • Teach students to decode, analyze word parts, and write and recognize words- Tier 1 Strong Evidence • Recommendation 4: Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension- Tier 2 Moderate Evidence <i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i> Teach students to read using comprehension strategies- Tier 3 Promising Everfi Word Force does not meet strong, moderate, or promising levels of evidence; however, the following IES practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding Kindergarten through 3rd Grade</i> • Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words-Tier 1 Strong Evidence

These recommendations were built into the program by systematic and explicit phonics instruction and practice. The district will support and monitor implementation of this program by supporting identification of students in need of intensive phonics instruction, monitoring usage data, and providing initial professional learning and on-demand support

Reading A-Z Explicit, Systematic Phonics Lessons does not meet strong, moderate, or promising levels of evidence; however, the following IES practice Guide Recommendation(s) support the program:

Foundational Skills to Support Reading for Understanding Kindergarten through 3rd Grade

- Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence
- Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words-Tier 1 Strong Evidence
- Recommendation 4: Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension – Tier 2 Moderate Evidence

Measuring Up Vocabulary and Reading Comprehension: does not meet strong, moderate, or promising levels of evidence; however, the following IES 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 Tier 1 Strong Evidence
- Recommendation 3: Routines use a set of comprehension-building practices to help students make sense of the text-Tier 1 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-Tier 2 Moderate Evidence

Heinemann Interactive Read Alouds (Reading Across Genres) does not meet strong, moderate, or promising levels of evidence; however, the following IES 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 Tier 1 Strong Evidence
- Recommendation 3: Routines use a set of comprehension-building practices to help students make sense of the text-Tier 1 Strong Evidence

These recommendations were built into the program by systematic and explicit phonics instruction and practice. The district will support and monitor implementation of this program by supporting identification of students in need of intensive phonics instruction, monitoring usage data, and providing initial professional learning and on-demand support.

Alternative Assessment Used:

Amira

Additional Information (optional):

The curriculum includes explicit, systematic, and multi-sensory instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension aligned to third grade B.E.S.T. Benchmarks. Teachers who are endorsed or certified in reading are selected to teach third-grade Summer Reading Camp.

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.

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?
Edmentum Exact Path Diagnostic	☒ 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
District Developed Assessment-Comprehensive	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Interim ELA Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
				☐ Other
NWEA MAP Growth (Read180)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
McGraw Hill StudySync	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The Division of Accountability and Assessment will provide a report to each principal that identifies students in grades 6-8 in need of Tier 2 or Tier 3 interventions based on the designated Achievement Levels after each FAST PM assessment. Teachers will use the available information from the screening and diagnostic assessments to identify areas of deficiencies and create a plan for the appropriate tier of intervention (PMP or IEP goals) including specific goals, strategies, and progress monitoring. Students in need of Tier 3 intervention are scheduled for intensive reading, which is an additional literacy course taken in addition to the English Language Arts course.

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

Student performance on teacher-created assessments, interim and unit assessments, district-created progress monitoring assessments, and growth on diagnostic assessments all provide information on the effectiveness of Tier 1 instruction. The effectiveness of Tier 1 instruction is continuously monitored through routine assessment data analysis, classroom observations, and collaborative planning. When students are not meeting benchmarks, it indicates the need to reinforce core instruction. Instructional leaders conduct walkthroughs to evaluate alignment and instructional quality, while teacher teams use PLCs to examine student work, interpret data, and adjust their instruction. This ongoing cycle helps ensure that Tier 1 instruction remains strong and responsive to student needs.

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

Tier 2 interventions are embedded in every lesson through small-group instruction, with additional time dedicated to them after every lesson. During these sessions, data is used to identify students who may benefit from targeted, teacher-led small group support. If a student is not making adequate progress, the

intervention may be modified in terms of intensity, frequency, or instructional approach. The effectiveness of Tier 2 interventions is monitored through ongoing data analysis after each lesson cycle (every 6–8 weeks). After every lesson, student performance data is reviewed to identify those in need of continued or intensified support. Progress is tracked to determine whether students are responding to the intervention. If sufficient progress is not observed, adjustments are made to the intervention’s intensity, frequency, or instructional strategy, ensuring a responsive approach tailored to student needs.

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

Progress monitoring assessments are administered at least every two weeks to evaluate student growth and assess the effectiveness of the intervention. The data collected is analyzed to determine whether students are making meaningful gains. If progress is limited, the intervention plan is reviewed and modified as needed at minimum every 6-8 weeks—this may involve increasing the intensity, adjusting instructional strategies, or incorporating additional supports to better meet the students’ needs.

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:	
A score of Level 3 or higher on FAST PM1 or EY PM previous year and the student has demonstrated, through progress monitoring, formative assessments (65% or higher), or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
Eighty percent or more of students do not require Tier 2 or 3 interventions, or eighty percent or more of students are scoring a Level 3, 4, or 5 on the FAST ELA PM3.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill StudySync	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Student scores below Level 3 and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabular, including oral language skills; fluency; and comprehension.	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year:
Score of Level 2 or below on FAST PM1 or EY PM3 previous year and the student has demonstrated, through progress monitoring, formative assessments (30-64%), or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension
Number of times per week interventions are provided: 1-3 times per week

Number of minutes per intervention session: 20-30 minutes per session		
Course(s) where interventions take place: 6-8 ELA		
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)
Edmentum Exact Path		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words-Tier 1 Strong Evidence • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text-Tier 1 Strong Evidence <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> <i>Recommendation:</i> • Recommendation 1: Provide explicit vocabulary instruction – Tier 3 Promising Evidence • Recommendation 2: Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence • Recommendation 4: Increase student motivation and engagement in literacy learning-Tier 3 Promising Evidence These recommendations were built into the program by providing explicit instruction, practice, and assessment of foundational skills, vocabulary, and comprehension skills based on students' data and/or teacher assigned lessons. The district will support and monitor implementation of this program by monthly data reviews and by providing initial and ongoing monthly professional learning opportunities.
District-created tutoring modules and aligned articles for small groups aligned to B.E.S.T. benchmarks		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i>

		• Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words-Tier 1 Strong Evidence • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly-Tier 1 Strong Evidence • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text-Tier 1 Strong Evidence <i>Improving Adolescent Literacy: effective Classroom and Intervention Practices recommendation:</i> • Recommendation 1: Provide explicit vocabulary instruction-Tier 3 Promising Evidence • Recommendation 2: Provide direct and explicit comprehension strategy instruction-Tier 3 Promising Evidence These recommendations were built into the program by explicit phonics instruction (Track A), repeated reading to build fluency (Tracks A and B), and direct and explicit comprehension strategy instruction and practice (Tracks A and B). The district will support and monitor implementation of this program through school level four-step planning and implementation of small group tutoring programs, including initial training and on-demand support for professional learning.
Microsoft Reading Progress & Coach		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly- Tier 1 Strong Evidence This recommendation is built into the program by providing data on accuracy, rate, and prosody after each reading of a passage and direct instruction on the five words struggled with the most. The district will support and monitor implementation of this program through classroom observations and by providing initial

		training and on-demand support for professional learning.
Word Connections		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words- Tier 1 Strong Evidence This recommendation is built into the program by providing data on accuracy, rate, and prosody after each reading of a passage and direct instruction on the five words struggled with the most. The district will support and monitor implementation of this program through classroom observations and by providing initial training an on-demand support for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy	Promising	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity as determined by a district MTSS process, or the student falls below Level 2 on any progress monitoring assessment, Tier 3 interventions should be started.		
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 a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity through the District MTSS process, or the student falls below Level 2 on state progress monitoring assessment (PY or PM3), and/or scores below a 520L (7 th grade) or 625L (8 th grade) Exact path diagnostic.		
Number of times per week interventions are provided: 5 days a week Number of minutes per intervention session: 20 Minutes per session		

Course(s) where interventions take place: 6-8 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)
HMH Read180- teacher led small group lessons	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Everyday English Plus		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> • Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Tier 1 Strong Evidence • Recommendation 2: Integrate oral and written English language instruction into content-area teaching. Tier 1 Strong Evidence • Recommendation 3: Provide regular, structured opportunities to develop written language skills. Tier 4- Minimal Evidence These recommendations were built into the program by units in Everyday English Plus that follow a path that builds skills from oral language to literacy. The first five lessons in each unit focus on building sound, letter, and word recognition; vocabulary and grammar content, and everyday dialogs providing exposure to grammar in context. Lessons 6 through 10 focus on literacy by

		featuring different types of text that support instruction in the language arts of reading, writing, listening, speaking and viewing. These texts provide a basis for additional exposure to the unit content in context as well as new instruction in content-area vocabulary and additional oral language skills. The district will support and monitor implementation of this program by employing explicit, system instruction to scaffold content within each step, throughout each lesson, and across each unit. Student progress will be assessed with ongoing assessments. Teachers will have access to complimentary recorded webinars for professional learning.

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?
Edmentum Exact Path Diagnostic	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
District Developed Assessment-Comprehensive	☒ Grade 9 ☒ Grade 10 ☐ Grade 11	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ Grade 12 ☒ All Students ☐ Select Students	☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
District Developed Interim ELA Assessments	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
End-of-Course (EOC) Assessments	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
The Imagine Language and Literacy Benchmark	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The Division of Accountability and Assessment will provide a report to each principal that identifies students in grades 9-12 in need of Tier 2 or Tier 3 interventions based on the designated Achievement Levels after each FAST PM assessment (9-10) or the Edmentum Exact Path Diagnostic (11-12). Teachers will use the available information from the screening and diagnostic assessments to identify areas of deficiencies and create a plan for the appropriate tier of intervention (PMP or IEP goals) including specific goals, strategies, and progress monitoring. Students in need of Tier 3 intervention are scheduled for an additional literacy course taken in addition to the English Language Arts course.

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

The effectiveness of Tier 1 instruction is continuously monitored through routine assessment data analysis, classroom observations, and collaborative planning. When a large number of students are not meeting benchmarks, it indicates the need to reinforce core instruction. Instructional leaders and coaches conduct walkthroughs to evaluate standards alignment and instructional quality, while teacher teams use PLCs to examine student work, interpret data, and adjust their teaching. This ongoing cycle helps ensure that Tier 1 instruction remains strong and responsive to student needs.

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

Tier 2 interventions are integrated into daily instruction through small group-activities, with additional time allotted every week for focused support. The effectiveness of these interventions is evaluated through ongoing progress monitoring. Once a week, or the mid-point during a lesson, performance data is reviewed to determine which students may require continued support or more intensive intervention. If a student is not making adequate progress, the intervention may be adjusted in intensity, frequency, or instructional method to better meet their needs.

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

Progress monitoring assessments are administered biweekly to evaluate student growth and assess the effectiveness of the intervention. The data collected is analyzed by the Child Problem Solving Team at a minimum of every 6–8 weeks to determine whether students are making meaningful gains. If progress is limited at the student level, the intervention plan for that student is reviewed.

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: A score of Level 3 or higher on FAST PM1 (9-10) or FAST PM3 previous year (11-12) and the student has demonstrated, through progress monitoring, formative assessments including District Monitoring Assessments and Interim District Assessments (65% or higher), or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 80% or more of students do not require Tier 2 or 3 interventions, or 80% or more students are scoring Level 3, 4, or 5 on the FAST ELA PM3 (9-10) and Exact Path data from on grade-level assignments at 80% pass rate or higher (11-12).	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill StudySync	2026

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
 Student scores below Level 3 on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments including District Monitoring Assessments and Interim District Assessments (65% or higher), or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics, vocabulary, including oral language skills; fluency; and comprehension.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Score of a level 2 or below on FAST PM1 or PM3 previous year and the student has demonstrated, through progress monitoring, formative assessments (65% or higher), or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics vocabulary, including oral language skills; fluency; and comprehension, or the student has not met ELA graduation requirements (11-12).

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

Number of minutes per intervention session: 20-30 minutes per session

Course(s) where interventions take place: 9-12 ELA, 9-10 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	ESSA Evidence Level	Verbiage (as needed)
Edmentum Exact Path		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: What Works Clearinghouse Practice Guides: Providing Reading Interventions for Students in Grades 4-9 - Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words- Tier 1 Strong Evidence - Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text- Tier 1 Strong Evidence <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> Recommendation: - Recommendation 1: Provide explicit vocabulary instruction- Tier 3 Promising Evidence

		• Recommendation 2: Provide direct and explicit comprehension strategy instruction- Tier 3 Promising Evidence • Recommendation 4: Increase student motivation and engagement in literacy learning- Tier 3 Promising Evidence These recommendations were built into the program by providing explicit instruction, practice, and assessment of foundational skills, vocabulary, and comprehension skills based on students' data and/or teacher assigned lessons. The district will support and monitor implementation of this program by monthly data reviews and by providing initial and ongoing monthly professional learning opportunities.
StudySync differentiated instructional materials		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> Recommendation: • Recommendation 1: Provide explicit vocabulary instruction – Tier 3 Promising Evidence • Recommendation 2: Provide direct and explicit comprehension strategy instruction- Tier 3 Promising Evidence • Recommendation 4: Increase student motivation and engagement in literacy learning- Tier 3 Promising Evidence These recommendations were built into the program by providing explicit instruction, practice, and assessment of foundational skills, vocabulary, and comprehension skills based on students' data and/or teacher assigned lessons. The district will support and monitor implementation of this program by monthly data reviews and by providing initial and ongoing monthly professional learning opportunities.
District-created tutoring modules aligned B.E.S.T benchmarks for Teacher-Led Small Group		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> • Recommendation 1: Build students' decoding skill so they can read complex multisyllabic words- Tier 1 Strong Evidence

		• Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly- Tier 1 Strong Evidence • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text- Tier 1 Strong Evidence <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> recommendation: • Recommendation 1: Provide explicit vocabulary instruction- Tier 3 Promising Evidence • Recommendation 2: Provide direct and explicit comprehension strategy instruction- Tier 3 Promising Evidence These recommendations were built into the program by explicit phonics instruction (Track A), repeated reading to build fluency (Tracks A and B), and direct and explicit comprehension strategy instruction practice (Tracks A and B). The district will support and monitor implementation of this program through school-level four-step planning, and implementation of small group tutoring programs, including initial training and on-demand support for professional learning.
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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)
Imagine Learning and Literacy	Promising	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Rosetta Stone		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> • Recommendation 1: Teach a set of academic vocabulary words intensively across several days using

		a variety of instructional activities. Tier 1 Strong Evidence • Recommendation 2: Integrate oral and written English language instruction into content-area teaching. Tier 1 Strong Evidence • Recommendation 3: Provide regular, structured opportunities to develop written language skills. Tier 4- Minimal Evidence • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development. Tier 1 Strong Evidence <i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</i> • Recommendation 2: Provide intensive small group reading interventions. Tier 1 Strong Evidence • Recommendation 3: Provide extensive and varied vocabulary instruction. Tier 1 Strong Evidence • Recommendation 4: Develop academic English. Tier 4- Minimal Evidence Rosetta Stone’s structured immersion method expedites language learning and builds a personalized curriculum to target each student’s specific learning needs. These recommendations were built into the program through a proficiency-based program designed for young English learners. Through carefully designed speaking, listening, reading, and writing, Rosetta Stone introduces new skills at the perfect pace and gives students opportunities to practice key words and phrases in multiple contexts. Rosetta Stone empowers students to read, write, and speak the English Language with confidence. The district will support and monitor implementation of this program by providing an initial virtual training model and individualized support portal for educators and specialists as needed.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		

If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity through the District MTSS process, or the student falls below Level 2 on FAST PM (9-10) or Exact Path Data from on-grade level assignments below a 60% pass rate (11-12), and district interim assessments (below 30%), Tier 3 interventions should be started.

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 a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity through the District MTSS process, or the student falls below Level 2 on FAST PM3 previous year, and/or score below a 660L (grade 9) or 775L (grade 10) on Exact Path EOY Diagnostic, Tier 3 interventions should be started. For grades 11-12, students that score below a level 3 on FAST Retakes and/or have not earned a concordance score for graduation on either CLT, SAT, PSAT, and/or ACT.		
Number of times per week interventions are provided: 3-4 days a week Number of minutes per intervention session: 50 minutes per session Course(s) where interventions take place: 9-10 Intensive Reading and 11-12 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)
Actively Learn Teacher-led lessons		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation: • Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists- Tier 3 Promising Evidence • Recommendation 1: Provide explicit vocabulary instruction- Tier 3 Promising Evidence

		• Recommendation 2: Provide direct and explicit comprehension strategy instruction- Tier 3 Promising Evidence • Recommendation 4: Increase student motivation and engagement in literacy learning- Tier 3 Promising Evidence These recommendations were built into the program through explicit and interleaved instruction and practice reading multisyllabic words, fluency building tasks, vocabulary development, comprehension-building practices. The district will support and monitor implementation of this program by initial and ongoing training opportunities, classroom observations, and targeted support through consultants and district specialists.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Everyday English-Voyager-ELD classrooms only		Does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> • Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Tier 1 Strong Evidence • Recommendation 2: Integrate oral and written English language instruction into content-area teaching. Tier 1 Strong Evidence • Recommendation 3: Provide regular, structured opportunities to develop written language skills. Tier 4-Minimal Evidence These recommendations were built into the program by units in Everyday English Plus that

		follow a path that builds skills from oral language to literacy. The first five lessons in each unit focus on building sound, letter, and word recognition; vocabulary and grammar content, and everyday dialogs providing exposure to grammar in context. Lessons 6 through 10 focus on literacy by
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5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

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

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

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

Name of Professional Learning	Target Audience	Description
Science of Reading	Teachers K-12	Provides educators with a concise introduction to the Science of Reading (SoR), emphasizing evidence-based strategies to enhance literacy instruction. Participants will explore the five essential components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—and learn how to implement them through explicit, systematic instruction. The session includes interactive activities, analysis of classroom examples, and dedicated planning time, enabling teachers to integrate SoR principles into their lessons effectively. By the end of the day, educators will be equipped with practical tools to support all students in developing strong reading skills.
Monthly Grade Level and Leadership Cohorts	Teachers and school leaders K-12	Participants will enhance their teaching practices and understanding of Florida's B.E.S.T. ELA Standards by connecting pedagogy and instructional methods to support students' progression of learning

		rooted in the Science of Reading. Participants will engage in collaborative discussions and student-centered instructional models to support the success of ALL students in meeting the needs of grade-level benchmarks.
Science of Writing	Teachers K-5	Gain a deep understanding of the Writing Rope and how the Benchmark Advance lessons progress throughout the year and within the rope. Participants will explore the research that strongly correlates writing instruction to reading and communications proficiency as outlines in the B.E.S.T. Standards.
FAST Writing	6-10	Focuses on strengthening writing instruction through an in-depth exploration of the Florida B.E.S.T. writing rubric. Teachers analyze anchor papers to identify key characteristics of effective students writing, discuss expectations across performance levels, and engage in guided practice with scoring students samples. Teachers refine their own writing instruction and assessment strategies, ensuring alignment with grade-level standards and expectations. This training boosts teacher confidence and consistency in teaching and grading writing across content areas.
Novice Teachers (Literacy 101)	Novice Teachers K-12	Designed to equip teachers new to ELA (less than 3 years experience), with the confidence, strategies, and tools they need to thrive from day one. Through engaging activities, real-world scenarios, and expert guidance, teachers will walk away prepared, motivated, and ready to create a dynamic classroom culture.
Curriculum	Teachers K-12	• Benchmark Advance (Core K-5) • UFLI (Core K-2) • StudySync (Core ELA 6-12) offers an overview of the 6-12 ELA curriculum, including StudySync and the district's curriculum guides. Participants will explore strategies for customizing lessons and increasing student engagement. The session also deepens understanding of the close reading protocol and its role in effective instruction. • Read180 (6-8 Reading) provides an in-depth overview of the program,

		highlighting its integration of the Science of Reading components, including phonological awareness, decoding, vocabulary, fluency, and comprehension. Participants will explore the structure of a Read180 classroom, examine key instructional routines, and learn how the program supports both foundational skills and grade-level content. The sessions also includes opportunities to discuss implementation strategies and student engagement. • Actively Learn (9-10 Reading) provides an in-depth overview of the platform, and how to access comprehension through high-interest texts and interactive features. This session introduces participants to the key components of the Actively Learn curriculum, including how it aligns with the Science of Reading by promoting vocabulary development, background knowledge, and comprehension monitoring. Participants explore how to integrate the Notice and Note Signpost Strategies to help students identify key literary and informational elements within texts. The session includes hands-on opportunities to navigate the platform, plan lessons, and apply engagement strategies to support deeper reading and thinking. • Mastery Prep (11-12 Reading) Provides an overview of the program’s structure, resources, and alignment to college readiness standards. Participants explore how Mastery Prep supports skill development in critical reading, grammar, vocabulary, and test-taking strategies. The sessions will also highlight how the curriculum incorporates evidence-based practices from the Science of Reading- such as vocabulary acquisition and comprehension of complex texts. Attendees engage in practical planning, discuss ways to
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		differentiate instruction based on student data, and learning techniques to increase student confidence and performance on high-stakes assessments.
Multilingual Learners	Teachers K-12	High-energy, hands-on professional development session is designed to transform how teachers use WIDA data not just as numbers, but as a roadmap to unlock multilingual learners full potential. Get ready to level up your instruction with powerful, research-backed strategies that make language learning engaging, effective, and empowering.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.		
Professional learning for instructional personnel and certified PreK teachers funded through the FEEP is strategically designed to support advancement in scientifically researched and evidence-based reading instruction. The district offers ongoing professional development aligned with the Florida Reading Endorsement competencies. Teachers have access to state-approved reading endorsement courses through online platforms, in-person sessions, and hybrid models to accommodate diverse schedules. Coaching and mentoring are embedded within early learning programs to provide job-embedded support and modeling of effective reading strategies. Partnerships with local colleges and universities offer pathways to advanced degrees with a reading focus. Teachers are encouraged to pursue credentials such as the Florida Reading Endorsement or literacy-focused certifications through the Lastinger Center to enhance their instructional practices. Progress is monitored through course completion data and improved student literacy outcomes. Learning communities and professional learning communities (PLCs) further support the application of evidence-based strategies in the classroom. These efforts collectively ensure that PreK educators are equipped to deliver high-quality reading instruction grounded in research.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.		
Progress monitoring data identify teachers in need of additional support, which can be provided by the site-based literacy coach or administrator, a district specialist, or through participation in school-level or district training. Monthly cohorts are differentiated based on novice and veteran teacher status.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.		
District and state assessment data and instructional rounds identify teachers who may be candidates to serve as mentor teachers and/or model classrooms. Principal and/or literacy coach recommendations confirm that teachers meet the criteria to serve in this capacity and in what areas. These teachers/classrooms are used for video recordings, peer observations, and partner with district ELA specialists to provide input and expertise.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning.		

Principals schedule common planning times for grade levels or departments and the school leadership (Principal, assistant principal, or coach) meets weekly with teachers to provide embedded professional learning through Professional Learning Community (PLC) structures. During these meetings, teacher teams discuss benchmarks, review student work and data, and plan upcoming instruction, providing relevant and differentiated professional learning for each team.

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
Read USA	Students in grades 3-4 at select schools	High school students will provide intensive 1:1 tutoring.
Amira Tutoring	Students in grades 1-3 at select schools	Students scoring a level 1 or 2 on FAST will have access Amira tutoring, an artificial intelligence tutoring app, to practice reading accuracy and fluency skills with the immediate feedback and tutoring lessons.
District Created Tutoring Modules	Students in grades 2-10	Tutoring modules aligned to the B.E.S.T benchmarks were written for grades 2-10, providing schools with the instructional resources needed to offer in-school or after-school tutoring programs for students. Modules include two tracks of lessons to meet the needs of significantly below-level students and those who are approaching a Level 3 achievement level.

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

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

After a district diagnostic window closes, schools use our decision trees to determine which students are considered substantially below grade level. A parent/guardian letter that explains the reading deficiency and the implication for the student is sent home. The letter requires a signature and invites the parent/guardian to schedule a conference with the teacher to discuss the information in more detail. The K-3 Read-at-Home resources provide families with guidance on supporting literacy activities that parents/guardians can implement at home to support their student's reading development. These resources are available on the district website in English and Spanish. They can be printed for families upon request.

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

The following partnerships or programs support our families in literacy activities and reading at home:

- We currently have a partnership with Read USA and Scholastic Inc. to provide books and suggestions for literacy activities to do at home to all K-5 students over the summer.
- VPK students will receive summer kits to extend their home learning throughout the summer.
- Our Parent Academy sessions provide training and suggestions to families on how to engage in literacy activities over the summer in a fun, engaging manner that helps avoid summer learning loss.
- Our district-wide focus on literacy is supported by a city-wide alliance of non-profit organizations named "Read Jax." These organizations are partnering with Duval County Public Schools to raise awareness in the community and to help families support the literacy development of their children. Their "20 minutes a day paves the way" slogan will encourage children to read 20 minutes each day.
- The mayor of Jacksonville, Donna Deegan, has launched a literacy initiative in partnership with our district, which includes multiple community events focused on literacy and a city-wide reading challenge that track the minutes children spend reading at home.

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

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

The district prioritizes assigning highly effective teachers, as identified in [s. 1012.34\(2\)\(e\)](#), to kindergarten through grade 2 by focusing on classrooms with the greatest student need, especially in early literacy and numeracy. These teachers are distributed equitably across schools to ensure all students benefit from high-quality instruction. The district supports their ongoing professional development and encourages them to serve as mentors, maximizing student achievement and strengthening foundational learning in the earliest grades.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the

	elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

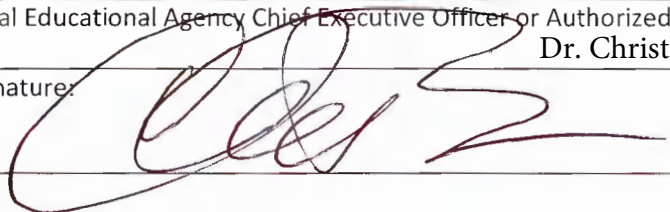
Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date:

development and encourages them to serve as mentors, maximizing student achievement and strengthening foundational learning in the earliest grades.

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

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

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