

		• Write Score Assessment (3-5) - 1 to 2X/year
Actions for continuous support and improvement	The Literacy Administrator communicates regularly with literacy coaches, literacy specialists, support team managers, district directors, and school administration. Directors meet regularly with the school administration and support teams to review data, complete root cause analyses, and problem solve. Our district Director of Accountability conducts data chats throughout the year with district and school administrators, as well as school-based teams as needed, to share assessment results and identify data trends.	The FVES administration team regularly reviews and monitors student performance data to inform instructional decisions and support continuous improvement. Student progress and instructional practices are discussed during classroom walkthroughs through one-on-one conversations between teachers and assistant principals. Literacy coaches play a key role in this process by training teachers to administer assessments with fidelity, analyze multiple data sources, and use data to differentiate instruction to meet student needs. A structured system for ongoing formative assessment is in place to help teachers identify when instruction should be adjusted to support individual learners. Teachers routinely use formative assessment data to monitor progress, evaluate instructional effectiveness, and make timely instructional modifications. Schoolwide data day events are held at least twice a year to review fall and winter data with teachers, coaches, and administrators. The principal also engages in regular data discussions with assistant principals during administrative meetings and individual conferences throughout the year. The intervention team

		meets approximately weekly to review Tier 3 reading data and determine targeted supports. Academic support is provided to students across all levels to address diverse learning needs. Professional learning opportunities are designed and delivered based on schoolwide and grade-level data trends, as well as identified instructional needs. In addition, families are provided with guidance and resources to support continuous literacy development at home.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	• FAST ELA Reading 3X per year • EOC Data as available • Supplemental program data • Coaching Logs - Monthly • Qualitative data from admin. meetings	• FAST ELA Reading Progress Monitoring Data- 3X/year • Lexia Data Tier 2 Reading students)-3X/year • i-Ready Inform (Tier 2 students) – 3X/year • DBA Assessments - Vary by Course • Write Score - 2x/year
Actions for continuous support and improvement	The Literacy Administrator communicates regularly with literacy coaches, literacy specialists, support team managers, district directors, and school administration. Directors meet regularly with the school administration and support teams to review data, complete root cause analyses, and problem solve. Our district Director of Accountability conducts data chats throughout the year with district and school administration, as well as school-based teams as needed, to share assessment results and identify trends. These	The FVMS administration regularly reviews and monitors student data to inform instructional decisions. Student progress and instructional practices are discussed during every classroom walkthrough through ongoing conversations between teachers and administrators. Literacy coaches support this work by training teachers to administer assessments with fidelity, analyze data effectively, and use data to differentiate instruction to meet individual student needs.

	discussions focus on the key, consistent data points used across the district. For middle and high school, midyear segment exam analyses are also provided. During midyear data chats, current-year course performance data for tested subject areas are reviewed to further inform instructional planning and support decisions.	A structured system for ongoing formative assessment is in place to ensure instructional adjustments are made in a timely manner based on student performance. Teachers routinely use formative assessment data to monitor progress, identify areas of need, and modify instruction as appropriate. The intervention team meets routinely to analyze student performance data and uses FOCUS Special Student Services to monitor the progress of students receiving Tier 2 and Tier 3 reading interventions. In addition, the Student Support Team meets weekly to review data for students identified as at risk and to determine targeted instructional and intervention supports.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	• FAST ELA Reading 3X per year • EOC Data as available • Supplemental program data • Coaching Logs - Monthly • Qualitative data from admin. meetings	• FAST ELA Reading Progress Monitoring Data – 3X/year • i-Ready Inform – as needed, case by case • Progress Learning – ongoing throughout the year • Achieve3000 Level Set– 3X/year • DBA Assessments - Vary by Course • Write Score - 2x/year
Actions for continuous support and improvement	The Literacy Administrator communicates regularly with literacy coaches, literacy specialists, support team managers, district directors, and school administration. Directors meet regularly with the school administration and	FVHS will review student data and make instructional adjustments as needed through Literacy Leadership Team meetings, problem-solving sessions, reading team meetings, and school-based

	support teams to review data, complete root cause analyses, and problem solve. Our district Director of Accountability conducts data chats throughout the year with district and school administration, as well as school-based teams as needed, to share assessment results and identify trends. These discussions focus on the key, consistent data points used across the district. For middle and high school, midyear segment exam analyses are also provided. During midyear data chats, current-year course performance data for tested subject areas are reviewed to further inform instructional planning and support decisions.	leadership team meetings. Literacy coaches support this process by training teachers to administer assessments with fidelity, analyze student data, and use data to differentiate instruction. Literacy coaches also host data chats with teachers to review Write Score results, FAST ELA Reading progress monitoring data, and intervention data to inform instructional practices. A structured system of ongoing formative assessment is in place to support continuous monitoring of student progress and to determine when instructional adjustments or additional supports are needed to meet individual student needs.
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2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Based on the Reflection Tool findings and group discussion, the CERP will be revised to strengthen literacy outcomes through aligned, intentional practices. As a group, we determined that the two identified focus areas are interconnected and mutually reinforcing, and we identified multiple opportunities across the CERP to reflect this alignment more explicitly.

As a result, an Assessment Professional Learning (PL) Series has been added to the professional learning sections of the CERP to strengthen assessment administration, data analysis, and instructional application. In addition, following collaboration with school principals, the Actions for Continuous Support and Improvement sections for each school have been revised and updated to reflect enhanced literacy coach support and a more intentional, systematic focus on formative assessment practices to inform instruction.

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

Elementary - The CERP will be reviewed by the principal or designee during administration meetings and a schoolhouse meeting with staff. The principal will consistently monitor reading data and have appropriate discussions with assistant principals related to data. The LLT will also discuss reading data at all meetings. Literacy coaches and school administrators collaborate at least bi-weekly to support Tier 1 instruction. All core teachers use the FAST progress monitoring data to track students' needs and performance. The principal ensures the Assistant Principals use classroom walkthrough questions that address monitoring

Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Kindergarten: Student will receive Tier 1 instruction only if: • Achievement Level 3 or higher (first FAST PM administration) and/or • I-Ready Inform Diagnostic – Beginning of the year score of 362 or above
Grades 1–2: Student will receive Tier 1 instruction only if: Students with prior End-of-Year (EOY) PM 3 data: • Achievement Level 3 or higher on either the prior year’s EOY PM 3 or the first FAST PM assessment administration and/or • I-Ready Inform Diagnostic beginning of the year score - o First Grade – 434 or above - o Second Grade – 489 or above Students without prior-year data: • Placement will be determined using the first administration of the FAST PM assessment: - o Achievement Level 3 or higher and/or • I-Ready Inform Diagnostic beginning of the year score - o First Grade – 434 or above - o Second Grade - 489 or above
Grades 3–5: Student will receive Tier 1 instruction only if: • Achievement Level 3 or higher on the 2025–2026 FAST ELA Reading PM 3 assessment and/or • I-Ready Inform Diagnostic beginning of the year score - o Third Grade -511 or higher - o Fourth Grade – 557 or higher - o Fifth Grade – 581 or higher
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Module Exams (70% or higher) Discussion-Based Assessments (70% or higher) FAST ELA Reading PM levels 3 or higher i-Ready Inform On-level benchmark scores 3rd grade – 511 or higher 4th grade – 557 or higher

5 th grade – 581 or higher	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
FLVS K-5 ELA Curriculum	2018
i-Ready Personalized Reading Instruction (3-5)	2018
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students identified as below grade level on FAST PM assessments (Level 1 or 2) during the school year will be referred for the addition of Tier 2 (T2) interventions. Additionally, students performing below grade-level expectations on Discussion-Based Assessments (60% or lower), i-Ready progress measures (Grade K: 346 or below, Grade 1: 433 or below, Grade 2: 488 or below, Grade 3: 510 or below, Grade 4: 556 or below, Grade 5: 580 or below), and/or Literacy Skills Assessments (50% or below) may be referred for evaluation for the possible addition of Tier 2 intervention support.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) If a student meets one or more of the following criteria at the beginning of the school year, the student will receive Tier 1 instruction with the addition of Tier 2 interventions: Kindergarten • Achievement Level 2 or below (first FAST PM administration) and/or • i-Ready Inform Diagnostic beginning of year score – 361 or below Grades 1-2 • One or more grade levels below, as indicated by: - o Previous year's FAST PM3 Assessment: Level 2 or below and/or - o I-Ready Inform Diagnostic beginning of the year score and/or ▪ First Grade – 433 or below ▪ Second Grade – 488 or below - o Previous year's FLVS curriculum data: ▪ Literacy Skills Assessment (Grades 1–2) – Score of 50 or below ▪ Students who received Tier 2 intervention support at the end of the previous year will continue to receive interventions until new assessment data is reviewed.	

NA		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. • Air tracing • Dry-erase boards • Hand motions • Interactive synchronous Nearpod lessons • Drag and drop with online tools • Fill in the blanks • Visual resources • Shared reading (listening to the audio of the story/passage) • Text annotation • Matching activities • Highlighting tool • Table match • Content videos as applicable		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students will be considered for the addition of Tier 3 interventions if any of the following occur • Student fails two or more Tier 2 (T2) progress-monitoring assessments (scoring 59% or below) and have attended at least 70% of Tier 2 sessions • K-2 student who scores below the 10% percentile or 3-5 student who scores below the 20th percentile on the FAST PM assessment • Student scores two or more grade levels below on the i-Ready Inform assessment • K-2 student scores below a 50 on the LSA After the homeroom teacher has contacted the student's family, the teacher will submit a Tier 3 help ticket request, which will initiate the Tier 3 reading screener and possible placement.		
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: (Enter assessment criteria that will be used.) Kindergarten–Grade 2 Any student who has a substantial reading deficiency in reading, demonstrates the characteristics of dyslexia or has been retained will receive the addition of intensive Tier 3 interventions. The following performance indicators will be utilized for identification. • Two or more grade levels below, as indicated by one or more of the following data sources: - o FAST PM Assessment: Level 1 ▪ Kindergarten 1st assessment ▪ Grades 1-2 – Previous year's PM3 - o Previous year's data (Grades 1–2): ▪ FLVS curriculum Literacy Skills Assessment results (50 or below)		

- Students receiving Tier 3 support at the end of the previous school year will continue to receive support until new data is reviewed.
- o I-Ready Inform Assessment
 - Grade K: 99 or below
 - Grade 1: 346 or below
 - Grade 2: 418 or below
- o BEST Standards Oral Reading Fluency (ORF) Norms:
At or below the 10th percentile
 - Grade 1: Fewer than 9 WPM
 - Grade 2: 23 WPM or fewer

Grades 3–5

If a student meets one or more of the following criteria at the beginning of the school year, the student will be identified for the addition of intensive Tier 3 support:

- FAST ELA Reading PM 3 (2025–2026): Level 1
- Third Grade Retention
- Beginning-of-year i-Ready Inform assessment:
Scoring “Two Grade Levels Below” or lower, including:
 - o Grade 3: 473 or below
 - o Grade 4: 495 or below
 - o Grade 5: 541 or below

Grade 3 (Statutory Criteria – s. 1008.25(9), F.S.)

In accordance with Section 1008.25(9), Florida Statutes, a Grade 3 student must receive intensive reading intervention if either of the following conditions is met:

The student scores below the 20th percentile at the beginning or middle of the year on the statewide coordinated screening and progress-monitoring system and demonstrates minimum skill levels, as evidenced by progress monitoring, formative assessments, or teacher observation data, in one or more of the following areas:

- o Phonological awareness
- o Phonics
- o Vocabulary, including oral language skills
- o Fluency
- o Reading comprehension

OR The student scores Level 1 on the end-of-year statewide standardized English Language Arts (ELA) assessment.

Number of times per week interventions are provided: Minimum of 1 session per week Number of minutes per intervention session: Minimum of 30 minutes per week		
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)
Raz-Plus – Small group resources	Strong	
Magnetic Reading (3-5)	Moderate	
IMSE OG+	Promising	
IMSE Morphology+	Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <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)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. • Letter manipulation • Dry-erase boards • Hand movement, such as snapping syllables, movement for letter sounds • Virtual blending boards • Virtual word maps • Elkonin Boxes • Visual hand gestures for vocabulary • Visual and auditory drills		

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Select Students	☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Course Modules & Segment Exams	☐ 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
Discussion Based Assessments (DBAs) – Curriculum and One-on-One as needed for intervention	☐ 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
Write Score	☐ 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
Oral Reading Fluency	☐ 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
Lexia Auto Placement	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics	☒ Screening ☒ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

instructional needs are reviewed and discussed with teachers. The school-based Literacy Leadership Team (LLT) meets monthly to review schoolwide literacy data and trends and to determine targeted instructional priorities and support 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 intervention effectiveness is monitored through the ongoing review of multiple data points, including Lexia PowerUp Literacy auto-placement data, student progress on Lexia skill checks, and i-Ready Inform data collected throughout the school year.

School administrators conduct monthly meetings with Intensive Reading teachers providing Tier 2 interventions to review assessment results, monitor student progress, and evaluate instructional effectiveness. Tier 2 teachers collaborate regularly with Exceptional Student Education (ESE) teachers, the RtI Specialist, the literacy coach, and the ESOL Coordinator to interpret data and make informed instructional decisions.

In addition, Tier 2 teachers review progress-monitoring data during monthly content meetings and participate in formal data reviews at least three times per school year with the RtI Specialist. These collaborative data-analysis processes are used to identify student needs, evaluate the effectiveness of interventions, and determine instructional adjustments within the Tier 2 curriculum.

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

For grades 6–8, a structured, data-driven process is in place to identify and address challenges in order to improve the effectiveness of Tier 3 interventions. Effectiveness is monitored through a comprehensive review of multiple data sources for students receiving Tier 3 support, including FAST ELA progress monitoring, Lexia PowerUp Literacy auto-placement and skill check data, i-Ready Inform data, classroom performance data, and evidence from Tier 3 intervention work. Attendance in Tier 3 RtI sessions is consistently documented in FOCUS to support ongoing progress monitoring and ensure fidelity of implementation.

The Student Support Team (SST) meets biweekly to review student data and determine next steps. In addition, Tier 3 intervention teachers meet at least monthly with their Assistant Principals to analyze assessment results, monitor student growth, and address instructional priorities. Ongoing collaboration also occurs among Tier 3 and Tier 2 intervention teachers, Exceptional Student Education (ESE) teachers, the RtI Specialist, the literacy coach, and the ESOL Coordinator to interpret data, evaluate the effectiveness of interventions, and make informed, data-driven instructional decisions.

Progress is communicated to families on a quarterly basis, or more frequently as needed, based on individual student progress and needs.

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

coordinator, literacy coach, and other relevant staff members. The team reviews multiple data sources to determine appropriate next steps and the need for Tier 2 intervention support.

In addition, classroom teachers provide remediation and instructional support through a variety of methods, including open office hours, tutoring sessions, help sessions, and asynchronous instructional resources designed to address student learning needs.

Tier 1 Instruction + Tier 2 Interventions														
Beginning of Year Data														
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) If a student scores Level 2 or below on the 2025–2026 FAST ELA Reading PM 3 assessment, the student will receive Tier 1 instruction with additional Tier 2 intervention support utilizing the Lexia PowerUp program through the Intensive Reading class. If a student does not have FAST ELA Reading PM 3 data for the previous school year, the student will complete the i-Ready Inform assessment to determine instructional placement. Students scoring two or more grade levels below their current grade level, based on the i-Ready Inform scale scores listed below, will receive Tier 1 instruction with the addition of Tier 2 interventions utilizing the Lexia PowerUp program. i-Ready Inform assessment cut scores indicating two or more grade levels below: • Grade 6: 565 or below • Grade 7: 582 or below • Grade 8: 593 or below														
Number of times per week interventions are provided: 2 times per week Number of minutes per intervention session: 25 minutes per session, additionally students are expected to work in the Lexia PowerUp Literacy program for 75 minutes each week individually Course(s) where interventions take place: M/J Intensive Reading 1,2,3														
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed. <table border="1"> <thead> <tr> <th>Name of Program</th> <th>ESSA Evidence Level</th> <th>Verbiage (as needed)</th> </tr> </thead> <tbody> <tr> <td>Lexia PowerUp Literacy</td> <td>Promising</td> <td></td> </tr> </tbody> </table> 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 <table border="1"> <thead> <tr> <th>Name of Program</th> <th>ESSA Evidence Level</th> <th>Verbiage (as needed)</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td></td> <td></td> </tr> </tbody> </table> English Language Learners			Name of Program	ESSA Evidence Level	Verbiage (as needed)	Lexia PowerUp Literacy	Promising		Name of Program	ESSA Evidence Level	Verbiage (as needed)	NA		
Name of Program	ESSA Evidence Level	Verbiage (as needed)												
Lexia PowerUp Literacy	Promising													
Name of Program	ESSA Evidence Level	Verbiage (as needed)												
NA														

Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: The following data points are reviewed to determine whether Tier 3 intervention support should be added for students who are not meeting grade-level expectations during the school year. Lexia PowerUp Literacy performance indicators: • Grade 6 students scoring at the Intermediate Low level in Word Study and/or Comprehension • Grade 7 students scoring at the Intermediate Mid-level or below in Word Study and/or Comprehension • Grade 8 students scoring at the High level or below in Word Study and/or Comprehension Progress-monitoring data indicators: • Consistent performance below 60 percent mastery on standards-based assessments • FAST ELA Reading PM assessment results at Level 1 Fluency screening and monitoring indicators: • Performance below the 50th percentile rank for correct words per minute, based on Oral Reading Fluency (ORF) norms outlined in the B.E.S.T. ELA guide Attendance and participation requirements: • Students must attend more than 50 percent of Tier 2 intervention sessions • Students must complete at least 50 percent of assigned Lexia PowerUp lessons to be considered for Tier 3 placement		
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: (Enter assessment criteria that will be used.) If a student meets one or more of the following criteria at the beginning of the school year, the student may be identified for intensified support: • FAST ELA Reading PM 3 (2025–2026): Level 1 • Previous year’s Tier 2 or Tier 3 intervention participation data • Beginning-of-year i-Ready Inform assessment: Scoring “Three Grade Levels Below” or lower, including: - o Grade 6: 541 and below - o Grade 7: 565 and below - o Grade 8: 541 and below		

Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students who scored a Level 1 or 2 on the 2025-26 FAST ELA Reading PM Assessment will be referred for the possible addition of Tier 2 interventions. Multiple data points will be reviewed including prior intervention support, a transcript review for prior intensive reading placement, and the Achieve3000 Level Set assessment. Achieve Level Set for Tier 2 9th grade: 780L-1045L 10th grade: 835-1075L 11th grade: 955-1180L 12th grade: 955-1180L If a student does not have prior FAST ELA Reading Assessment data, a transcript review will be conducted to determine evidence of intervention need, and/or the student will complete the i-Read Inform assessment. Students who meet the i-Ready Inform cut scores outlined below may receive the addition of Tier 2 intervention. i-Ready Inform Reading cut scores by grade: 9th grade: 604 or lower 10th grade: 624 or lower 11th grade: 636 or lower 12th grade: 644 or lower		
Number of times per week interventions are provided: 2X per week Number of minutes per intervention session: Minimum of 30 minutes Course(s) where interventions take place: English 1/Research 1; English 2/Research 2; English 3/Research 3; English 4/Fundamental Research		
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)
Achieve3000 – Secondary – Empower3000 (Teacher assigned lessons for targeted standard instruction)	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)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: The following data points are reviewed to determine whether Tier 3 intervention support should be added for students not meeting grade-level expectations. Progress-monitoring data indicators include: • Consistent performance below 60% mastery on standards-based assessments • FAST ELA Reading assessment results at Level 1 • Achieve3000 Level Set indicator: - o Performance below the 25th percentile on the Achieve3000 Lexile Grade Level Chart		

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: (Enter assessment criteria that will be used.) Students who scored a Level 1 on the 2025-26 FAST ELA Reading PM 3 Assessment will be referred for the possible addition of Tier 3 interventions. Multiple data points will be reviewed including prior intervention support, a transcript review for prior intensive reading placement, and the Achieve3000 Level Set Assessment. Achieve Level Set Scores 9th grade: 775L or below 10th grade: 830L or below 11th grade: 950L or below 12th grade: 950L or below If a student does not have prior FAST ELA Reading PM assessment data, a transcript review will be conducted to determine evidence of intervention need, and/or the student will complete the i-Ready Inform Assessment. i-Ready Inform Reading cut scores by grade: 9th grade: 605 or higher 10th grade: 625 or higher 11th grade: 637 or higher

- 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 Pathway	Certified Instructional Personnel	The science of reading is a broad, interdisciplinary body of scientifically based research focused on reading and writing development. This research spans more than five decades and includes thousands of studies conducted worldwide across multiple languages. To support educator learning, the Literacy Team provides a structured pathway of recorded professional learning sessions that teachers may complete à la carte or in full to earn up to 20 hours of professional learning credit in reading.
Evidence-based Literacy Practices	Certified Instructional Pathway	Evidence-based literacy practices delve into the latest research-supported strategies for effective literacy instruction. The FLVS Literacy Team has created a bank of resources in which evidence-based literacy practices that foster student literacy development in all content areas are explored. Each session focuses on a different literacy component (vocabulary, comprehension, or writing) and features specific, evidence-based recommendations.
B.E.S.T. ELA Standards Training Series	Certified Instructional Personnel	The Literacy Team has developed a bank of recorded professional learning sessions that include an overview of the B.E.S.T. ELA Standards and each of the individual ELA Expectations. In addition, the team will offer live professional learning sessions for educators throughout the school year.
The Writing Professional Learning Pathway	Certified Instructional Personnel	The Literacy Team has developed a bank of recorded professional learning sessions on multiple topics to support teachers in writing instruction. These sessions include a book study of <i>The Writing Rope</i> by Joan Sedita,

		strategies for using mentor texts in writing, analyzing student writing samples to identify decoding deficiencies, best practices in Writer's Workshop, and the use of short written responses to scaffold students toward extended writing.
Thinking Reading Book Study	Certified Instructional Personnel - Secondary	The Literacy Team will conduct a 5 session book study utilizing the book Thinking Reading: What every secondary teacher needs to know about reading.
FCRR Reading Endorsement Pathway	Certified Instructional Personnel	Competencies 1-5 of the Reading Endorsement facilitated by FLVS trainers.
UF Literacy Matrix/Microcredential	Certified Instructional Personnel	We assist teachers in obtaining either their Microcredential or Reading Endorsement through the UF Literacy Matrix.
Professional Learning Communities	Certified Instructional Personnel	Teachers meet monthly with their PLC groups. PLC topics are determined by the school or the teachers' needs.
Strategies for Struggling Readers	Certified Instructional Personnel	The Literacy Team has developed a bank of recorded professional learning sessions focused on instructional strategies to support students with dyslexia or characteristics of dyslexia. These sessions examine the complexities of dyslexia, provide practical, classroom-ready tools, and build educators' confidence in effectively supporting students who experience reading difficulties.
Demonstration Classroom Library	Certified Instructional Personnel	Literacy coaches will collaborate with school administrators and instructional coaches to identify demonstration lessons. These lessons will be curated into a centralized bank focused on explicit, systematic, and differentiated instruction aligned with the science of reading.
UF Literacy Coach Endorsement Program	Literacy Coaches; Recommended Certified Instructional Personnel	FLVS offers a cohort facilitated by the FLVS Literacy Team through UF Lastinger Center.
From Assessment to Action: Coaching Teachers to Use Formative Data to Differentiate Literacy Instruction	Certified Instructional Personnel	Coaches will offer a PL series on assessment to be delivered live or recorded based on administrator request. Part 1 - Purposeful Assessment Administration - including assessments outlined in CERP, what each assessment measures, how

		often assessments are administered, and types of assessments, including summative and formative. • Part 2 - Data Analysis for Instruction - including skill gap identification, instructional response, grouping students (differentiation), partial mastery, and strengths • Part 3 - Ongoing Formative Assessment Cycle - including the cycle for formative assessment - teach, check, analyze, and adjust; differentiation will be included
Supplemental Program Professional Learning	All Instructional Personnel and Administrators who will be using the programs	Schools will offer professional learning provided by the program vendors to improve implementation and data analysis for the purchased supplemental program.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. FLVS provides multiple pathways for educators to earn the Reading Endorsement, including a district add-on program utilizing state-approved Florida Center for Reading Research (FCRR) and University of Florida Literacy Matrix pathways, as well as college coursework verified through Florida Department of Education transcript review. In addition, FLVS supports teachers in earning the Literacy Microcredential through the UF Lastinger Center for Learning.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Follow-up implementation support for all professional learning is provided by dedicated grade-level literacy coaches and specialists through open office hours and one-on-one, job-embedded coaching. Based on progress-monitoring data, course data, and observational evidence, professional learning is differentiated and intensified in response to teacher needs and principal requests. Principals collaborate with school-based literacy coaches to identify professional development needs and may request targeted support during schoolwide, content-area, or grade-level meetings.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Mentor teachers are identified by principals using multiple data sources, including recommendations, student performance data, and teacher interest. School- and district-level literacy teams collaborate to collect recordings of live classroom instruction and literacy coach demonstration lessons to support reflective discussions on effective instructional practices. These recordings are curated into a growing bank of demonstration classroom lessons to be used for ongoing coaching and mentoring efforts.		

	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.
SV	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
SV	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
SV	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.
SV	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
SV	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
SV	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): Sam Verghese	
Signature: 	Date: 7/9/2026