

Flagler County District Comprehensive Evidence-Based Reading Plan

Approved by the School Board (anticipated on 7/28/26)

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	Jeffrey Reaves	reavesj@flaglerschools.com	386-437-7526
Data Element and Assessment	Scott Reynolds	reynoldss@flaglerschools.com	386-437-7526
Third Grade Promotion and Summer Reading Camp	Kristin Frank	frankk@flaglerschools.com	386-437-7526
Multi-Tiered System of Supports	Anna Lisowski	lisowskia@flaglerschools.com	386-437-7526
Elementary English Language Arts	Kristin Frank	frankk@flaglerschools.com	386-437-7526
Secondary English Language Arts	Jaime Everage	everagej@flaglerschools.com	386-437-7526
Reading Endorsement	Kristin Frank	frankk@flaglerschools.com	386-437-7526
Reading Curriculum	Jeffrey Reaves	reavesj@flaglerschools.com	386-437-7526
Professional Development	Amy Ferrer	ferrera@flaglerschools.com	386-437-7526

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	\$442,393	5
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$341,384	4
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
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	\$783,777	9

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0.4%	<5%	94%	>90%

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

Following the analysis of student performance data after each progress monitoring window, the district will continue to facilitate data discussions with teachers. The goal of these discussions is to identify areas of academic strength in early literacy skills as well as areas requiring improvement. Data from FAST Star Early Literacy, classroom-based assessments, and observational tools will continue to be utilized to monitor student growth and so that our team is able to continue implementing rigor in our instruction to ensure our youngest learners are ready for kindergarten. In addition, we will utilize the data to group students into intervention and enrichment groups to provide targeted instruction that addresses individual learning needs and supports mastery of foundational literacy skills necessary for kindergarten success.

To ensure fidelity in the implementation of the Foundations program, we will continue to conduct monthly data walks in our classrooms and retrain staff as needed. Additionally, we will monitor student progress, particularly for those identified as demonstrating deficiencies during FAST assessments. These students will receive targeted interventions focused on critical kindergarten readiness skills, including phonological awareness, letter naming, letter-sound correspondence, oral language development, vocabulary acquisition, and early comprehension. Through ongoing progress monitoring, instructional teams will review student outcomes and adjust teaching strategies to ensure high-quality, standards-aligned instruction is delivered with fidelity.

School-based teams will meet monthly to hold data meetings focused on reviewing student progress toward both literacy benchmarks and kindergarten readiness indicators. All five campuses are committed to providing daily small-group instruction as part of Tier 1 support, allowing teachers to differentiate instruction based on student needs. Furthermore, we have established intervention times twice daily to address both enrichment and remediation. These opportunities ensure that students who are not yet demonstrating kindergarten readiness receive additional support while students meeting benchmarks continue to be challenged and engaged.

Our Early Learning Literacy Specialist will circulate through all five elementary schools, support teachers by offering coaching sessions, modeling lessons, and providing professional learning opportunities as needed. She will work closely with the literacy coaches at each of the schools to collaborative design and strengthen instructional practices to improve student outcomes in literacy. As new teachers and paraprofessionals are hired, they will receive immediate training from our literacy specialist to ensure consistency in instructional delivery and a clear understanding of the foundational literacy skills that contribute to kindergarten readiness.

In addition, the district will strengthen family engagement efforts by providing parents with resources and strategies to support early literacy development at home. This will come in the form of monthly family projects and reading activities all promoting language development, print awareness, phonological awareness, and shared reading experiences. By partnering with families and using data-driven instruction, the district will increase the percentage of VPK students who demonstrate kindergarten readiness and enter kindergarten prepared for success in reading and language development.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	16%	14%	66%	69%
1	18%	16%	57%	63%
2	21%	19%	64%	66%
3	12%	10%	66%	68%
4	16%	14%	60%	62%
5	14%	12%	59%	64%
6	12%	10%	69%	71%
7	14%	12%	64%	66%
8	15%	13%	62%	64%
9	16%	14%	60%	64%
10	13%	11%	64%	66%

B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))

Schools are required to establish a School Literacy Leadership Team

1. **Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.**

Step 1: Principals review and revise their mission statement as needed to ensure that the mission is:

- data driven
- aligned to the Comprehensive Evidence-Based Reading Plan
- aligned to the School Improvement Plan
- informed by scholarly resources
- is easily understandable
- explains the path moving forward with the future in mind.

Step 2: A SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goal is developed by the team and team members will commit to working towards the goal by creating roles and responsibilities for individual members.

Step 3: Progress monitoring is used to reflect on progress towards the goal and to evaluate the path that is being followed in meeting the goal.

2. **Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.**

Components of a Literacy Leadership Team (LLT) are intentionally organized, facilitated, and supported to establish literacy goals in each school.

Principals, Assistant Principals, Literacy Coaches, and selected stakeholders meet with the Director of Teaching and Learning and Curriculum Specialists to refresh on the purpose and vision of an effective Literacy Leadership Team and how it can support the schools in establishing and meeting their School Improvement Plan goals.

An Academic Data Review and Reflection Pacing Guide will be provided as guidance for reviewing and analyzing school data that reflects the progress towards achieving their literacy goals.

Throughout the school year, Literacy Leadership Teams will meet at least quarterly to evaluate progress towards achieving the SMART goal.

Literacy coaches will work with teachers and support staff during ongoing PLCs and Collaborative Team Planning to develop an understanding of the ELA benchmarks, vertical progression of benchmarks, the Science of Reading, stacking of the benchmarks, and effective instruction using the Just Read Florida's Practice Profiles.

The Teaching & Learning Director and Specialists will communicate with the district charter school regarding the development of their CERP plan and offer implementation support, as needed.

C. 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.

- **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	• Common Standards Assessment Data from Benchmark Advanced and Foundations Unit Assessments (monthly) • Florida's Progress Monitoring Data (3 times a year) • iReady Diagnostic data (3 times a year) • BEST Benchmark Mastery (on going)	In addition to the data reviewed by the district, schools will review: • Foundational Skills screeners (as needed) • Targeted subgroup growth and achievement, specifically SWD and any other subgroup identified in each schools' School Improvement Plan (monthly) • Monitoring response to intervention data and fidelity for Tier 2 and Tier 3 supports (quarterly)
Actions for continuous support and improvement	• Share benchmark mastery data in a timely manner to school leadership teams	• Share benchmark mastery data in Collaborative Team Planning

	• Provide possible action steps to remediate and continue to work towards benchmark mastery	• Collaborate to strengthen instruction to support benchmark mastery • Review school data trends and possible next steps with the Literacy Leadership Team
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	• Common Standards Assessment Data from McGraw Hill StudySync Assessments (3 times a year) • Florida's Progress Monitoring Data (3 times a year) • BEST Benchmark Mastery (ongoing)	In addition to the data reviewed by the district, schools will review: • Foundational skills screeners (as needed) • Targeted subgroup growth and achievement (monthly) • PowerUp for Literacy data • NWEA MAP Growth Measure (Intensive Reading Students 3x a year) • Monitoring response to intervention data and fidelity for Tier 2 and Tier 3 supports (quarterly)
Actions for continuous support and improvement	• Share benchmark mastery data in a timely manner to school leadership teams • Provide possible action steps to remediate and continue to work towards benchmark mastery	• Share benchmark mastery data in Collaborative Team Planning • Collaborate to strengthen instruction to support benchmark mastery • Review school data trends and possible next steps with the Literacy Leadership Team
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	• Common Standards Assessment Data from McGraw Hill StudySync	In addition to the data reviewed by the district, schools will review:

	Assessments (3 times a year) • Common District Final Assessment grades 11-12 standards based EOY • Florida's Progress Monitoring Data (3 times a year) • BEST Benchmark Mastery (ongoing)	• Foundational skills screeners (as needed) • Targeted subgroup growth and achievement (monthly) • PowerUp for Literacy data (as needed) • NWEA Map Growth Measure (Intensive Reading Students 3x a year) • Monitoring response to intervention data and fidelity for Tier 2 and Tier 3 supports (quarterly)
Actions for continuous support and improvement	• Share benchmark mastery data in a timely manner to school leadership teams • Provide possible action steps to remediate and continue to work towards benchmark mastery	• Share benchmark mastery data in Collaborative Team Planning • Collaborate to strengthen instruction to support benchmark mastery • Review school data trends and possible next steps with the Literacy Leadership Team

- **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.**

The revisions made for the 2026-2027 CERP are:

- Increase the effective utilization of our Literacy Coaches to prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement. We need to ensure that the individuals we have assigned to oversee areas of implementation have created a timeline for review, as well as an action plan if areas are not implemented to fidelity. We will establish quarterly meetings to review the implementation across the district and will meet with individual schools in need of individualized support.
- Prioritizing professional development around the Instructional Practice Profiles, planning using the ELA B.E.S.T. Benchmarks, and utilizing the PLC framework to increase the effectiveness of Tier 1 instruction
- Differentiating our professional learning to meet the needs of teachers, instructional staff, and administrators. We will be following up on the 6-month course for administrators that was implemented during the 2025-2026 year. We will focus on the next steps of implementation and feedback for teachers on the components of structured literacy, systematic and explicit literacy instruction, and designing plans for literacy systems that support all students.
- Increase the capacity of the schools that have an LLT structure in place. We would like to do this by empowering and supporting our admin teams to identify student learning trends and instructional needs and create an individualized action plan.

- Newly adopted resources and their accompanying assessments are added to the 2026-2027 CERP. As well as a refined list of interventions that have been proven to work with our students performing in the lowest quartile.

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

School-based administrators play a critical role in monitoring the implementation of the school's reading plan to ensure fidelity to instructional strategies and student achievement goals.

School-based administrators conduct quarterly classroom walkthroughs with an emphasis on reading instruction. These walkthroughs will be systematic based on school needs and staffing.

During walkthroughs, school-based administration, literacy coaches, and instructional leaders observe key elements of the reading plan, such as:

- Alignment of instruction with grade-level standards.
- Use of evidence-based reading strategies
- Student engagement and differentiation.
- Use of formative assessments to guide instruction.

During the walkthroughs, school-based administrators will use a walkthrough tool based on the school's specific needs. Principals, with their administrative team, collect a variety of data (noted above in section C1) according to the timeline developed in our Academic Data Review Pacing Guide.

After walkthroughs, school-based administrators provide:

- Timely, constructive feedback to teachers while providing coaching support as needed.
- School-based administrators will collaborate with the Literacy Leadership Team to analyze the data using the guiding questions developed and monitor the implementation of the action steps that were planned.
- Literacy learning walks and coaching cycles will be organized to provide professional learning opportunities to strengthen instructional practices in order to achieve the school's literacy goals.

School-based administrators review student reading assessment data (e.g., progress monitoring tools, benchmark assessments) to monitor student growth, identify trends and areas of concern, and adjust instructional practices accordingly.

The Teaching & Learning Director and Specialists will communicate with the district charter school regarding the development of their CERP plan.

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

Principals, with their administrative team, collect a variety of data (noted above in section C1) according to the timeline developed in our Academic Data Review Pacing Guide. They will collaborate with the Literacy Leadership Team to analyze the data using the guiding questions developed and monitor the implementation of the action steps that were planned. In addition to data analysis, administrators will facilitate instructional reviews with the district leadership team.

Literacy learning walks and coaching cycles will be organized to provide professional learning opportunities to strengthen instructional practices in order to achieve the school's literacy goals.

The Teaching & Learning Director and Specialists will communicate with the district charter school regarding the development of their CERP plan and offer implementation support, as needed.

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

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

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

☒ Yes

☐ No

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

N/A

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

The Assistant Superintendent, Director of Teaching and Learning, and Curriculum Specialists will review the coaching model with principals during the summer. The role each Literacy Coach is playing on each campus to increase student achievement will also be discussed in our quarterly review process with each principal and at the data chats with the Superintendent.

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

- Monthly coaches meetings with job-embedded training
- One-on-one support as needed to support individual school/coach needs
- District coaching and professional learning that is based on need
- District and school data chats to establish goals and action plans
- Collaboration for the planning and implementation of school PLCs and professional learning sessions

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 Teaching & Learning Specialists conduct quarterly instructional walks with each school's Literacy Coach and administration teams. During these walks, we look for evidence of benchmark-aligned instruction and benchmark-aligned student tasks. At the conclusion of these rounds, we analyze the data and identify trends at the school, grade, and/or teacher level and discuss next steps and commit to an action plan.

Our district completes an annual survey on what professional learning needs of the faculty and staff, and we combine that information with the data to determine overall professional learning needs. The Teaching & Learning Specialists work alongside the school-based Literacy Coaches to plan for and deliver this professional learning.

Through our Lead Flagler initiative, our Teaching & Learning Department provides quarterly professional learning to aspiring school leaders, including Literacy Coaches, to strengthen their knowledge on andragogy and high-impact teaching strategies and coaching cycles that drive instructional change. Individualized support is also provided to the coaches and/or administrators by request.

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

Coaches maintain a daily calendar or log of their tasks that is shared with the district and school leadership teams. They are reviewed regularly and feedback is given, as needed.

During monthly coaching meetings, we will discuss how to prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement.

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

The district measures the effectiveness of literacy coaches through multiple methods. Key indicators include student data such as ELA proficiency, learning gains, and benchmark mastery. In addition, the district collects feedback from literacy coaches through surveys to identify their professional learning needs and assess the support they receive. Literacy coaches also collaborate regularly with curriculum specialists to address instructional challenges, providing insight into the impact of their coaching work. Monthly literacy coach meetings are used to monitor progress, provide targeted professional development, and ensure that coaches are equipped to implement and share best practices at their school sites.

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 adopted state-approved core reading curricula that are evidence-based and follow the Science of Reading. Each teacher uses these resources to provide explicit instruction on our BEST Benchmarks in the six components of reading. Students in grades K-3 are given a phonics screener three times a year in order to differentiate foundational skill instruction to meet the needs of all students, including students with disabilities and dual language learners. Students in grades 4-12 are given a foundational skills screener if their performance indicates a deficit in this area. Diagnostic and progress monitoring occurs at the classroom, school, and district levels throughout the school year for all students through tri-annual iReady and NWEA MAP Growth Measures, tri-annual FAST Progress Monitoring, and Common Standards Assessments. Additionally, summative assessments are given appropriately throughout the school year to monitor each students' mastery of the benchmarks that have been taught.

The data collected from all assessments is used to drive instructional decisions, including the necessity of Tier 2 and Tier 3 interventions, ESE support facilitation, and specialized language acquisition instruction. These interventions are standards-aligned, targeted to students' deficits, and use evidence-based programs and instructional strategies. This tiered instruction provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback. It also occurs in addition to core instruction and is adjusted to meet the needs of individual students through frequent progress monitoring. Tier 3 interventions and ESE support facilitation are provided by reading-endorsed or reading-certified teachers. Specialized language acquisition instruction is provided by our ESOL Resource teachers and ESOL-endorsed classroom teachers.

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.

Utilizing our PreK curriculum, which is based on Florida Early Learning Developmental Standards (FELDS), VPK Facilitators and Certified teachers are given strategies throughout the curriculum to differentiate and enrich each lesson to meet student needs. In addition to the state-required professional learning, the teachers are trained in backwards planning, previewing, and vertical alignment to Kindergarten expectations and standards. As new teachers come in, they are trained by administration and the literacy coach and supported throughout the year. With the new state requirements for VPK teachers to have Emergent Literacy training, all VPK Facilitators and Certified teachers have completed Implementing the Florida standards, in addition to 3 reading courses through DCF or have their reading endorsement. Every 5 years, the facilitators and teachers are required by the state to complete another reading course.

Instruction and learning are done through hands-on thematic integration. Explicit oral language development is prioritized, and the expectation is that all VPK students will surpass the standards by knowing all of their letters and letter sounds. The students are also given enrichment by previewing high-frequency words they will encounter in kindergarten texts. Small group instruction is planned according to progress monitoring data. Teachers participate in data chats with the program leader and literacy coach to build the instructional groups and discuss each child's progress. The FAST progress monitoring test, STAR Early Literacy, will provide data for each student that will be collected three times a year and used to help drive instruction based on the FELDS standards.

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

The instructional materials utilized by Flagler Public Schools' PreK programs (VPK, and ESE) include Frogstreet PreK, Heggerty Prekindergarten Phonemic Awareness and Foundations PreK Activity Set. Frogstreet is an integrated curriculum that focuses on early learning and foundational skills based on the Science of Reading. Heggerty is a phonological awareness practice curriculum where teachers have daily activities to address the verbal manipulation of phonemes. Foundations is a program where teachers meet daily with students to support student's emerging understanding of alphabetic principles.

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.](#)

For students identified as substantially deficient, intensive interventions are provided either on an individual, or in a small group. Data is thoroughly analyzed to determine the priority areas of need. Parents are notified, and conferences are conducted to review data and intervention strategies. The interventions tailored for each student are explicit and multisensory and grounded in the early literacy requirements identified through the FAST assessment. These Interventions are continually monitored and adjusted as necessary to ensure ongoing progress.

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?
Letter Name and Letter Sound Identification	☒ VPK ☒ PreK ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency	☒ Diagnostic	☒ Monthly ☒ Quarterly
i-Ready Reading Diagnostic	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4	☒ Phonological Awareness ☒ Phonics ☒ Vocabulary ☒ Comprehension	☒ Diagnostic	☒ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 5 ☒ All Students ☐ Select Students			
Core Phonics Survey	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 - as needed ☒ Grade 5 - as needed	☒ Phonics	☒ Screening	☒ 3 x Year
Oral Reading Fluency (ORF)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 - as needed ☒ Grade 5 - as needed	☒ Oral Language ☒ Phonics ☒ Fluency	☒ Screening	☒ Monthly
HMH Into Reading Module Assessments	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Vocabulary ☒ Comprehension	☒ Summative	☒ Monthly
Foundations Unit Assessments	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ All Students ☐ Select Students	☒ Phonological Awareness ☒ Phonics	☒ Summative	☒ Monthly
ACCESS for ELLs	Active ELL Students in all grades	☒ Oral Language ☒ Vocabulary ☒ Comprehension	☒ Summative	☒ Annually
Story Retell Assessment for Oral Language deficits	☒ Grade 1 ☒ Grade 2 - as needed ☒ Grade 3 - as needed	☒ Oral Language ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening	☒ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 4 - as needed ☒ Grade 5 - as needed			
Wilson's Fun in Focus Progress Monitoring	☒ Grade K - tier 2 ☒ Grade 1 - tier 2 ☒ Grade 2 - tier 2 ☒ Grade 3 - tier 2 phonics ☒ Select Students	☒ Phonological Awareness ☒ Phonics	☒ Progress Monitoring	☒ At minimum every 3 weeks
UFLI Foundations Progress Monitoring	☒ Grade K - tier 3 ☒ Grade 1 - tier 3 ☒ Grade 2 - tier 3 ☒ Grade 3 - tier 3 phonics ☒ Grade 4 - tier 3 phonics ☒ Grade 3 - tier 3 phonics ☐ All Students ☒ Select Students	☒ Phonological Awareness ☒ Phonics ☒ Fluency	☒ Progress Monitoring	☒ At minimum every 2 weeks
Imagine Language & Literacy Proficiency Benchmark Assessments (ESOL)	☒ 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 ☒ Summative	☒ 3 x Year

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.

MTSS Process

Step 1: Tier 1/Core Instruction

- If a teacher is concerned about a student, and the teacher has evidence that they differentiated in Tier 1 and progress was monitored, proceed to Step 2.

Step 2: Determine Need for Tier 2 Targeted Intervention in addition to Tier 1 Core Instruction

- If the teacher notices that the student continues to struggle, the Teacher fills out the *MTSS Request for Tier 2 or Tier 3 Support-ACADEMIC (available at school hub)* and the *MTSS Student Observation Form*, and submits them to MTSS Coordinator (or designee). Teacher meets with the MTSS coordinator to review data (including but not limited to Core Phonics Survey, grades from Foundations assessments, comprehension assessments, FAST, iReady, students samples) and begin the Four-step problem-solving process as well as data coaching, if needed.
 - IF MTSS coordinator and teacher agree to move forward with tiered interventions:
 - THEN the teacher contacts the parent/guardian to review the data and discuss the possible need for tiered interventions during a parent conference. This provides the opportunity to have the teacher lead the conversation and foster a relationship with the family.

Step 3: Prepare Documentation (before meeting)

- MTSS coordinator or designee:

- Conducts Cumulative File Review in collaboration with the school counselor and completes MTSS Cumulative File Review Form.
- Uploads all forms into MTSS XLV/iV
 - *MTSS Student Observation Form*
 - *MTSS Request for T2 or T3 Support-ACADEMIC*
 - *MTSS Cumulative File Review Form*

Step 4: Coordinator Schedules TPST meeting (face-to-face or via Google Meet)

During the meeting:

- Team implements 4-Step Problem-Solving Process (Problem identification, Analysis, Develop and Implement a Plan, and Monitor and Evaluate the Plan).
- Team utilizes MTSS ACADEMIC TIER Decision Guide to identify the level of support the student needs, identifies the intervention based on the student's baseline data, evidence-based resources for instruction located on our district resource map, and identifies progress monitoring tool.
- Parent is provided the *MTSS Parent Letter*, *MTSS Brochure*, and *Tier change form* (if parent is not in attendance, teacher will send home for signature). The MTSS Coordinator keeps track of documents going home on a spreadsheet and a copy stays in a folder until a signed Tier change form is returned.

Step 5: MTSS coordinator inputs student info and intervention plan into Skyward our FTE reporting system

Step 6: Teacher provides the student with Tier 1 instruction and targeted Interventions with Tier 2

- Student receives targeted interventions for amount of time decided by the MTSS Team
- The provider records fidelity and progress monitoring data on the *Data Collection Form and Fidelity Log*

Step 7: TPST meeting is scheduled to review Rtl

- MTSS coordinator schedules MTSS quarterly meetings to review student progress with school-based team. Data reviewed includes but not limited to current state assessments, grades, raw test averages, iReady and Core Phonics, if applicable. Early Warning Indicators (Attendance and discipline) is reviewed as well. Teacher updates *Data Collection Form and Fidelity Log* before the quarterly meetings, preferably weekly.
- Team implements 4-Step Problem Solving Process and determines Response to Intervention
 - Positive - fade to Tier 1 or continue Tier 2 change skill or increase goal
 - Questionable - continue or modify Tier 2 (increase minutes, decrease group size, review fidelity & attendance, coach instructor)
 - Poor - continue Tier 2 with changes or move to Tier 3

Step 8: New Plan is Written (if changes made)

- MTSS coordinator writes new *MTSS Intervention Plan* Skyward and updated the *Meeting Notes* reflecting TPST decision if changes are made in MTSS XLV/iV.
- *MTSS Data Collection updates in XLV within 24 hrs.*
- Teacher records new fidelity and progress data on *Data Collection Form and the Fidelity Log*

Step 9: If Tier 3 is Recommended - reference the MTSS ACADEMIC TIER Decision Guide

MTSS coordinator sends second *MTSS Student Observation form* to be completed by someone other than the classroom teacher in the area of need.

- Teacher updates *Data Collection Form and Fidelity Log*
- MTSS coordinator schedules TPST meeting, inviting parent/guardian, teacher, grade level intervention teacher, and school counselor, if needed academic coach or anyone that supports the student such as behavior interventionist
- Team implements 4-Step Problem Solving Process, reviews the Tier 2 response to intervention data and decides if a change needs to take place (the intensity needs to increase or the intervention need to change)
 - If team determines to start Tier 3 Intervention, Parent Information for Students Receiving Tier 3 Pamphlet and a Tier change Form is given to parent(s). If parent is not in attendance, Tier change form and Parent information is sent to family).
- **IF the team determines additional information/data is needed or any team member suspects a possible disability then the MTSS Coordinator schedules a File Review immediately.**

Grades K-2:

Tier 2: Score between the 16th-30th percentile rank on the FAST Progress Monitoring and/or iReady Diagnostic, and score Strategic performance level in more than 2 areas on the Core Phonics Survey

Tier 3: Score 15th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic, and score Intensive level on the Core Phonics Survey, or Level 1 at the end of the year FAST administration, or the student was retained in the previous school year

Grade 3:

Tier 2 : Score between the 21st-30th percentile rank on the FAST Progress Monitoring and/or iReady Diagnostic Score Strategic performance level in more than 2 areas on the Core Phonics Survey

Tier 3: Score 20th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic, and score Intensive level on the Core Phonics Survey, or Level 1 at the end of the year FAST administration or the student was retained the previous school year

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

MTSS Process

Step 1: Tier 1/Core Instruction

- If a teacher is concerned about a student, and the teacher has evidence that they differentiated in Tier 1 and progress was monitored, proceed to Step 2.

Step 2: Determine Need for Tier 2 Targeted Intervention in addition to Tier 1 Core Instruction

- If the teacher notices that the student continues to struggle, the Teacher fills out the *MTSS Request for Tier 2 or Tier 3 Support-ACADEMIC (available at school hub) and the MTSS Student Observation Form, and submits them to MTSS Coordinator (or designee).* Teacher meets with the MTSS

coordinator to review data (including but not limited to Core Phonics Survey, grades from Foundations assessments, comprehension assessments, FAST, iReady, students samples) and begin the Four-step problem-solving process as well as data coaching, if needed.

- IF MTSS coordinator and teacher agree to move forward with tiered interventions:
 - THEN the teacher contacts the parent/guardian to review the data and discuss the possible need for tiered interventions during a parent conference. This provides the opportunity to have the teacher lead the conversation and foster a relationship with the family.

Step 3: Prepare Documentation (before meeting)

- MTSS coordinator or designee:
 - Conducts Cumulative File Review in collaboration with the school counselor and completes MTSS Cumulative File Review Form.
 - Places all forms in Red MTSS Folder
 - *MTSS Student Observation Form*
 - *MTSS Request for T2 or T3 Support-ACADEMIC*
 - *MTSS Cumulative File Review Form*
 - *Tabs/dividers Tier 1 and Tier 2*

Step 4: Coordinator Schedules TPST meeting (face-to-face or via Google Meet)

During the meeting:

- Team implements 4-Step Problem-Solving Process (Problem identification, Analysis, Develop and Implement a Plan, and Monitor and Evaluate the Plan).
- Team utilizes MTSS ACADEMIC TIER Decision Guide to identify the level of support the student needs, identifies the intervention based on the student's baseline data, evidence-based resources for instruction located on our district resource map, and identifies progress monitoring tool.
- Parent is provided the *MTSS Parent Letter*, *MTSS Brochure*, and *Tier change form* (if parent is not in attendance, teacher will send home for signature). The MTSS Coordinator keeps track of documents going home on a spreadsheet and a copy stays in a folder until signed Tier change form is returned.

Step 5: MTSS coordinator inputs student info and intervention plan into Skyward our FTE reporting system

Step 6: Teacher provides the student with Tier 1 instruction and targeted Interventions with Tier 2

- Student receives targeted interventions for amount of time decided by the MTSS Team
- The provider records fidelity and progress monitoring data on the *Data Collection Form and Fidelity Log*

Step 7: TPST meeting is scheduled to review RtI

- MTSS coordinator schedules MTSS quarterly meetings to review student progress with school-based team. Data reviewed includes but not limited to current state assessments, grades, raw test averages, iReady and Core Phonics, if applicable. Early Warning Indicators (Attendance and discipline) is reviewed as well. Teacher updates *Data Collection Form and Fidelity Log* before the quarterly meetings, preferably weekly.
- Team implements 4-Step Problem Solving Process and determines Response to Intervention

- Positive - fade to Tier 1 or continue Tier 2 change skill or increase goal
- Questionable - continue or modify Tier 2 (increase minutes, decrease group size, review fidelity & attendance, coach instructor)
- Poor - continue Tier 2 with changes or move to Tier 3

Step 8: New Plan is Written (if changes made)

- MTSS coordinator writes new *MTSS Intervention Plan Skyward* and updated *the Meeting Notes* reflecting TPST decision if changes are made in.
- *MTSS Data Collection updates in XLV within 24 hrs.*
- Teacher records new fidelity and progress data on *Data Collection Form and the Fidelity Log*

Step 9: If Tier 3 is Recommended - reference the MTSS ACADEMIC TIER Decision Guide

MTSS coordinator sends second *MTSS Student Observation form* to be completed by someone other than the classroom teacher in the area of need.

- Teacher updates *Data Collection Form and Fidelity Log*
- MTSS coordinator schedules TPST meeting, inviting parent/guardian, teacher, grade level intervention teacher, and school counselor, if needed academic coach or anyone that supports the student such as behavior interventionist
- Team implements 4-Step Problem Solving Process, reviews the Tier 2 response to intervention data and decides if a change needs to take place (the intensity needs to increase or the intervention need to change)
 - If team determines to start Tier 3 Intervention, Parent Information for Students Receiving Tier 3 Pamphlet and a Tier change Form is given to parent(s). If parent is not in attendance, Tier change form and Parent information is sent to family).
- **IF** the team determines additional information/data is needed or any team member suspects a possible disability **then the MTSS Coordinator schedules a File Review immediately.**

Grades 4-5:

Score between the 21st-30th percentile rank on the FAST Progress Monitoring and/or iReady Diagnostic Score Strategic performance level in more than 2 areas on the Core Phonics Survey

Tier 3: Score 20th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic, and score Intensive level on the Core Phonics Survey, or Level 1 at the end of the year FAST administration or the student was retained the previous school year

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.

Universal screeners are given to all students in grades K-3 at minimum three times a year. After each screening window, teachers and the MTSS Support Team meet to review the Core Phonics Survey data

alongside their FAST and iReady data. This data is triangulated to ensure the team has a comprehensive understanding of the student's abilities in all domains of reading. Students with identified deficits in phonological processing as well as concerning reading behaviors such as poor decoding and encoding and laborious reading fluency are fast tracked to receive Tier 3 supports with evidence-based intervention resources to support students with dyslexia in the areas of phonological awareness, phonics and fluency. They are then monitored closely through the formal MTSS process to ensure progress at an effective rate.

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

The Core Phonics Survey is administered individually to students in grades K-3 to provide a more in-depth measure of each skill and interventions in the area of need. When students are identified as showing signs of dyslexia, the grade level ESE teacher or interventionist will also administer the Phonological Awareness Screening Test to have a thorough understanding of a student's phonological and phonemic awareness skills. The information from both of these screeners will be used to design the appropriate tier 3 interventions. The applicable portions of the screeners will be administered more frequently to monitor the progress of skill development.

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

Literacy Coaches and teachers attend collaborative team meetings or PLCs regularly to improve the effectiveness of tier 1 instruction. Literacy Leadership Teams meet regularly to problem-solve any tier 1 data trends that may be showing lack of growth or proficiency in grade-level benchmarks. In addition, Literacy Coaches implement coaching cycles to identify needs and strengthen teachers' instructional practices. Teachers regularly utilize formative and summative data to drive differentiated tier 1 instruction.

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

School administration conducts walk-throughs and review of planning/instructional artifacts to ensure that Tier 2 interventions are being implemented with fidelity. The Literacy Leadership Team and/or MTSS Team conduct data chats and Literacy Coaches provide coaching cycles as needed to improve the effectiveness of the intervention. A review of Tier 2 progress monitoring data, the response to intervention, and the fidelity documentation are regularly conducted to determine the effectiveness of Tier 2 interventions. MTSS progress monitoring data is reviewed every two to three weeks at Tier 2 by teachers to make adjustments in their instruction, if needed; request a meeting to change the skill on the intervention plan or increase/decrease frequency of the intervention.

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

School administration conducts walk-throughs to ensure the Tier 3 plan is being implemented with fidelity. This includes ensuring that Tier 2 and Tier 1 are also being implemented with fidelity. MTSS progress monitoring data is reviewed every two weeks at Tier 3 by interventionists to make adjustments in their instruction, if needed; request a meeting to change the skill on the intervention plan or increase/decrease frequency of the intervention.

The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. Literacy Coaches provide coaching cycles and training on the implementation of the evidence-based resources with multisensory strategies, as needed. A review of Tier 2 & 3 progress monitoring data, the response to intervention, and the fidelity documentation are regularly conducted to determine the effectiveness of Tier 2 & 3 interventions. A review of growth monitoring data, the fidelity documentation, and the response to intervention data graphs are also conducted to determine the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.

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:	
IF: Student meets the following criteria:	
<u>Grades K-2</u> Score above the 30th percentile rank on the PM1 FAST Progress Monitoring and iReady Diagnostic and Score Benchmark or Strategic (one or two areas) performance level on the Core Phonics Survey, successfully show mastery of benchmarks at 70% or higher on district common assessments, score a level 3 or higher on the FAST PM3 from the previous year.	
<u>Grades 3-5</u> Score above the 30th percentile rank on the FAST Reading Progress Monitoring and iReady Diagnostic and Score Benchmark or Strategic (one or two areas) performance level on the Core Phonics Survey, successfully show mastery of benchmarks at 70% or higher on district common assessments, score a level 3 or higher on the FAST PM3 from the previous year.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.	
- At least 80% of students score at or above the 40th percentile on state-approved universal reading screeners on concepts explicitly taught during Tier 1 instruction. - At least 80% of students achieve a passing score of 70% or higher on core curriculum ELA summative and end-of-unit assessments, indicating mastery of grade-level B.E.S.T. ELA standards. - Growth data demonstrates that at least 80% of students make expected progress, evidenced by adequate scale score increases from FAST PM1 to PM2, and PM2 to PM3. - Administrative and coaching walkthrough data indicates that Tier 1 core ELA instruction is delivered with fidelity, with at least 80% of observed instructional minutes and at least 80% of assigned student tasks rigorously aligned to grade-level B.E.S.T. ELA expectations. - By the end of the academic year, at least 80% of students will score an Achievement Level 3 or higher on the spring FAST ELA Reading PM3 assessment.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
HMH Into Reading	2026

Wilson Foundations	2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: <u>Grades K-2</u> Score between the 16th-30th percentile rank on the FAST Progress Monitoring 1 and/or iReady Diagnostic and score Strategic performance level in more than 2 areas on the Core Phonics Survey <u>Grades 3-5</u> Score between the 21st-30th percentile rank on the FAST PM1 from the current school year and/or score 21st-30th percentile rank from the iReady Diagnostic and score Strategic performance level in more than 2 areas on the Core Phonics Survey	
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.) <u>Grades K-2</u> Score between the 16th-30th percentile rank on the FAST Progress Monitoring and/or iReady Diagnostic and score Strategic performance level in more than 2 areas on the Core Phonics Survey. Students who scored a level 2 on last year's PM3 assessment should be monitored closely to ensure adequate progress and mastery of new benchmarks. Tier 2 should begin quickly if they are scoring less than 65% on common standards assessments in quarter 1. Students who scored a level 1 on last year's PM3 are in need of tier 3 interventions. <u>Grades 3-5</u> Score between the 21st-30th percentile rank on the FAST Progress Monitoring 3 from the previous school year and/or iReady Diagnostic and score Strategic performance level in more than 2 areas on the Core Phonics Survey Students who scored a level 2 on last year's PM3 assessment should be monitored closely to ensure adequate progress and mastery of new benchmarks. Tier 2 should begin quickly if they are scoring less than 65% on common standards assessments in quarter 1. Students who scored a level 1 on last year's PM3 are in need of tier 3 interventions.	
Number of times per week interventions are provided: 2-5 Number of minutes per intervention session: 15-45	

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)
Wilson Fun in Focus- Grades K-2		*Fun in Focus does not yet have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. -Recommendation 2- <i>Develop awareness of the segments of sounds in speech and how they link to letters.</i> (STRONG EVIDENCE) -Recommendation 3- <i>Teach students to decode words, analyze word parts, and write and recognize words.</i> (STRONG EVIDENCE) -Recommendation 4- <i>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</i> (MODERATE EVIDENCE) These recommendations were built into the program as an explicit and systematic phonics curriculum. The district will support and monitor the implementation of this program using quarterly review of PA and phonics progress monitoring and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.
Just Words! Wilson Language Training		Just Words does not yet have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i> -Recommendation 1- <i>Build students' decoding skills so they can read complex multisyllabic words</i> (STRONG EVIDENCE) -Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text</i> (STRONG EVIDENCE) These recommendations were built into the program as an explicit and systematic phonics curriculum. The district will support and monitor the implementation of this program using quarterly review of PA and phonics progress monitoring and summative data as well as professional learning about evidence-based

		instructional practices that follow the science of reading research.
i-Ready Personalized Instruction Reading Tier 2 for students in grades 2-5 with deficits in vocabulary and text comprehension.	Moderate Evidence	
Curriculum Associates - Magnetic Reading Tier 2 for students in grades 3-5 with deficits in vocabulary and text comprehension.	Moderate Evidence	
Small-Group instruction with scaffolding on targeted skills (Teachers provide targeted support on particular benchmarks through scaffolding: breaking tasks into manageable steps, modeling strategies, prompting student thinking, and gradually releasing responsibility as students gain mastery.)		Small group instruction with scaffolding does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>. -Recommendation 2- <i>Provide purposeful fluency-building activities to help students read effortlessly.</i> (STRONG EVIDENCE) -Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text.</i> (STRONG EVIDENCE) -Recommendation 4- <i>Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.</i> (MODERATE EVIDENCE) These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to fill learning gaps and scaffold up until grade level expectation is met. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.
Learning-Focused Strategy: Previewing (Teachers help students prepare for new content by		Previewing instruction does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program:

introducing key concepts, vocabulary, and objectives before the lesson in Tier 1. Teachers support students by providing explicit introduction on the skill/benchmark, ask guiding questions, and build a mental framework (ie: using graphic organizers) for building on prior knowledge and preparing for the new learning.)		<i>Providing Reading Interventions for Students in Grades 4–9.</i> -Recommendation 2- <i>Provide purposeful fluency-building activities to help students read effortlessly.</i> (STRONG EVIDENCE) -Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text.</i> (STRONG EVIDENCE) -Recommendation 4- <i>Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.</i> (MODERATE EVIDENCE) These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to allow a double dose of instruction in a small setting where teachers can provide immediate corrective feedback and maximize on engagement in the tier 1 instructional block alongside of the tier 2 intervention. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.
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 - same as above		
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 Evidence	
Scaffolded Vocabulary Instruction		Scaffolded Vocabulary Instruction does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendation supports the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Recommendation 1 includes: Teach general and domain specific academic vocabulary words over several days using a variety of instructional activities. (Strong evidence) -Choose a small set of academic vocabulary for in-depth instruction. -Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening). These recommendations were built into the

		instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to fill learning gaps and scaffold up until grade level expectation is met. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. ● Sound Matching and Sorting - Students listen to spoken sounds and match or sort objects, pictures, or letters that begin or end with the same sound. Teachers guide this orally and visually, helping students connect sounds to symbols. ● Elkonin Boxes - Students use a visual grid to segment words into individual sounds by moving chips or letter tiles into boxes, one per phoneme. This tactile and visual activity helps them isolate and manipulate sounds to build and spell words. ● Air Writing and Sky Spelling - Students say a sound or word aloud while tracing the letter shape in the air or on a surface. This kinesthetic movement reinforces sound-letter-spelling connections. ● Clapping or Tapping Sounds - Students clap or tap once for each sound in a word, physically feeling the segmentation. This kinesthetic rhythm helps internalize phoneme boundaries. ● Using Manipulatives -Items like letter tiles, sandpaper letters, or textured cards let students physically feel and manipulate sounds and letters as they connect phonemes to symbols and spelling ● Sound Blending with Gestures - Teachers say sounds slowly while students use hand gestures (e.g., moving fingers together) to blend sounds into words, linking auditory and motor senses.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: <u>Grades K-2</u> Score 15th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic and score Intensive level on the Core Phonics Survey. <u>Grades 3-5</u> Score 20th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic and score Intensive level on the Core Phonics Survey		
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.) <u>Grades K-2</u> Score 15th percentile rank or below on the FAST Progress Monitoring and/or iReady Diagnostic, and score Intensive level on the Core Phonics Survey, score a Level 1 on the FAST PM3 last year, retained last year <u>Grades 3-5</u>		

Score 20th percentile rank or below on the FAST Progress Monitoring 3 from the previous school year and/or iReady Diagnostic and score Intensive level on the Core Phonics Survey, score a Level 1 on the FAST PM3 last year, retained last year

Number of times per week interventions are provided: 2-5

Number of minutes per intervention session: 20-45

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)
Wilson Fun in Focus- Grades K-2		*Fun in Focus does not yet have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. -Recommendation 2- <i>Develop awareness of the segments of sounds in speech and how they link to letters.</i> (STRONG EVIDENCE) -Recommendation 3- <i>Teach students to decode words, analyze word parts, and write and recognize words.</i> (STRONG EVIDENCE) -Recommendation 4- <i>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</i> (MODERATE EVIDENCE) These recommendations were built into the program as an explicit and systematic phonics curriculum. The district will support and monitor the implementation of this program using quarterly review of PA and phonics progress monitoring and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.
UFLI Foundations		On the state approved intervention list for use
Just Words - Wilson Language Training		Just Words does not yet have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i> -Recommendation 1- <i>Build students' decoding skills so they can read complex multisyllabic words</i> (STRONG EVIDENCE)

		-Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text</i> (STRONG EVIDENCE) These recommendations were built into the program as an explicit and systematic phonics curriculum. The district will support and monitor the implementation of this program using quarterly review of PA and phonics progress monitoring and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.
Small-Group instruction with scaffolding on targeted skills (Teachers provide targeted support on particular benchmarks through scaffolding: breaking tasks into manageable steps, modeling strategies, prompting student thinking, and gradually releasing responsibility as students gain mastery.)		Small group instruction with scaffolding does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4–9.</i> -Recommendation 2- <i>Provide purposeful fluency-building activities to help students read effortlessly.</i> (STRONG EVIDENCE) -Recommendation 3- <i>Routinely use a set of comprehension-building practices to help students make sense of the text.</i> (STRONG EVIDENCE) -Recommendation 4- <i>Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.</i> (MODERATE EVIDENCE) These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to fill learning gaps and scaffold up until grade level expectation is met. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.
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 - same as above		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language & Literacy Action Areas	Promising Evidence	

(Teacher Led Instruction)		
Small group Vocabulary Strategies to integrate prior knowledge		Small Group Scaffolded Vocabulary Strategies to integrate prior knowledge does not have a published ESSA rating of evidence; however, the following WWC Practice Guide Recommendation supports the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Recommendation 4 includes: Provide small-group instructional intervention to students struggling in areas of literacy and English language development (Moderate Evidence). These recommendations were built into the instructional strategy as teachers are able to analyze student data and plan for targeted explicit instruction to fill learning gaps and scaffold up until grade level expectation is met. The district will support and monitor the implementation of this intervention using review of progress monitoring scores and summative data as well as professional learning about evidence-based instructional practices that follow the science of reading research.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. ● Sound Matching and Sorting - Students listen to spoken sounds and match or sort objects, pictures, or letters that begin or end with the same sound. Teachers guide this orally and visually, helping students connect sounds to symbols. ● Elkonin Boxes - Students use a visual grid to segment words into individual sounds by moving chips or letter tiles into boxes, one per phoneme. This tactile and visual activity helps them isolate and manipulate sounds to build and spell words. ● Air Writing and Sky Spelling - Students say a sound or word aloud while tracing the letter shape in the air or on a surface. This kinesthetic movement reinforces sound-letter-spelling connections. ● Clapping or Tapping Sounds - Students clap or tap once for each sound in a word, physically feeling the segmentation. This kinesthetic rhythm helps internalize phoneme boundaries. ● Using Manipulatives -Items like letter tiles, sandpaper letters, or textured cards let students physically feel and manipulate sounds and letters as they connect phonemes to symbols and spelling ● Sound Blending with Gestures - Teachers say sounds slowly while students use hand gestures (e.g., moving fingers together) to blend sounds into words, linking auditory and motor senses.		

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 program will run for 5 weeks, 4 days a week with 6 hours a day. In total, students who attend will receive a minimum of 100 hours of intensive instruction. Dates: Mon-Thur, June 9th to July 15th, 2027 Times: 8am-2pm
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Third graders scoring level 1 on the end-of-year ELA FAST assessment will be served by highly effective reading endorsed/certified teachers in the Summer Reading Camp. The instructional plan will include evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. We will be using the following materials with whole group and small group instruction: S.P.I.R.E., UFLI Foundations, and explicit instruction on the BEST ELA Benchmarks using read-alouds and aligned resources. Additionally, instructional materials from the iReady Teacher Toolbox and iReady online learning platform will be implemented. Summer Reading Camp curriculum maps will be provided for teachers with specific standards targeted.
Alternative Assessment Used: iReady Diagnostic, SAT-10 (selected students)

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

Grades 6-8

• 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	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
	☒ Grade 8		Monitoring ☒ Summative	

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?
McGraw Hill StudySync District Common Standards Assessment	☒ 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
Lexia PowerUp for Literacy	☒ 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
HMH-Read 180 MAP Growth	☒ 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

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?
Core Phonics Survey	☒ 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 (ORF)	☒ 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
ACCESS for ELLs	☒ 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
Language Tree Online	☒ 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

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

Teaching and Learning Specialists meet with Literacy Coaches, MTSS Coordinators and school administrative teams to collaborate on what data is being used to determine intervention and support, including how the data is being collected and interpreted.

The threshold for identifying students in need of Tier 2 and Tier 3 interventions is based on multiple data sources and established decision criteria. For Tier 2, individual student performance and growth are

compared to district benchmark expectations, grade-level expectations, and the progress of students receiving the same intervention to determine whether the student is responding adequately to instruction. **Tier 2:** A score between the 21st and 30th percentile on FAST Progress Monitoring and/or the PowerUp Literacy diagnostic and/or the Foundational Skills Screener indicates a need for intervention. **Tier 3:** A score at or below the 20th percentile on FAST Progress Monitoring and/or the PowerUp Literacy diagnostic and/or the Foundational Skills Screener indicates a need for intensive intervention. Screening data, in conjunction with ongoing progress-monitoring data, are used to evaluate students' responses to intervention and determine appropriate instructional adjustments, intervention intensity, and next steps. School-based MTSS teams meet quarterly, and more frequently as needed throughout the school year, to review student data and make intervention decisions.

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

Literacy Coaches and teachers participate in weekly Professional Learning Community (PLC) meetings to improve the effectiveness of Tier 1 instruction. PLCs include classroom teachers, literacy coaches, MTSS interventionists, administrators, and other appropriate support personnel who collaboratively review formative and summative assessment data, FAST Progress Monitoring data, classroom performance, and students of concern. During these meetings, teams analyze student performance, identify trends, and discuss the effectiveness of Tier 1 instruction. Literacy Leadership Teams also meet regularly to review schoolwide literacy data, identify grade-level trends related to student growth and proficiency, and problem-solve areas in need of improvement.

Based on the weekly data review process, teams collaboratively determine appropriate instructional adjustments to strengthen Tier 1 instruction. Teachers use formative and summative data to provide differentiated instruction, while PLC teams share instructional strategies, evidence-based practices, and resources to address identified student needs. When students are not demonstrating adequate progress, the intensity of Tier 1 instruction is increased through targeted differentiation, flexible small-group instruction, additional opportunities for explicit instruction and guided practice, and more frequent progress monitoring before considering additional intervention. Literacy Coaches identify instructional needs and implement coaching cycles that include modeling, observation, feedback, and job-embedded professional learning to strengthen instructional practices.

District and school leaders use information from PLCs, Literacy Leadership Team meetings, and classroom data reviews to determine whether additional Tier 1 support is needed in the areas of instructional practices, professional learning, standards training, or effective implementation of the instructional materials program. When additional support is needed, district and school literacy leaders collaborate to develop an action plan, monitor implementation, and adjust supports based on ongoing student performance data.

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

School administrators conduct regular classroom walk-throughs and review lesson plans and instructional artifacts to ensure that Tier 2 interventions are implemented with fidelity. Tier 2 interventions are delivered

in small groups during designated intervention blocks and are based on formative and summative classroom data, diagnostic assessments, and progress-monitoring results to target students' specific literacy skill deficits. Literacy Leadership Teams and/or MTSS Teams meet regularly to conduct data chats, review student progress, and evaluate the effectiveness of Tier 2 interventions. Literacy Coaches provide coaching cycles, including modeling, observation, and feedback, to strengthen intervention delivery and instructional practices as needed.

Student progress is monitored regularly through progress-monitoring assessments and ongoing classroom data. MTSS Coordinators routinely review Tier 2 data submitted by teachers and interventionists to determine students' responses to intervention and identify the need for additional supports. Teams review Tier 2 progress-monitoring data, diagnostic assessment results, response-to-intervention data, and fidelity documentation to determine the effectiveness of interventions and make instructional decisions. When students do not demonstrate adequate progress, intervention intensity is increased by reducing group size, increasing instructional time or frequency, and providing more explicit, targeted interventions focused on identified skill deficits. These data-based decisions guide whether students continue with Tier 2 supports, require adjustments to their intervention plan, or are considered for Tier 3 intervention through the MTSS problem-solving process.

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

School administrators conduct regular classroom walk-throughs to ensure Tier 3 interventions are implemented with fidelity. Tier 3 interventions are provided through intensive reading courses, where students receive explicit, systematic, and individualized instruction in smaller groups with increased instructional time targeting identified literacy skill deficits. Literacy Coaches provide coaching cycles and professional learning to support the implementation of evidence-based instructional practices and multisensory strategies.

The Literacy Leadership Team and/or MTSS Team meet at least quarterly, and more frequently as needed, to review progress-monitoring data, PowerUp Literacy diagnostic data, formative and summative assessments, and fidelity documentation. Student progress is monitored more frequently than in Tier 2, and intervention plans are adjusted based on individual response to instruction by increasing instructional intensity, reducing group size, refining targeted skill instruction, or modifying intervention strategies as needed.

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:	
Score above the 30th percentile rank on the FAST Reading Progress Monitoring and/or demonstrate proficiency in PowerUp for Literacy by scoring in the on grade-level Intermediate category.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
Tier 1 instruction is considered effective when the following performance criteria are met:	
- At least 80% of students score at or above the district-established benchmark (40th percentile or higher) on the FAST ELA Reading Progress Monitoring assessments. - At least 80% of students demonstrate mastery of grade-level B.E.S.T. ELA benchmarks by earning a passing score of 70% or higher on district and classroom summative assessments.	

- At least 80% of students demonstrate expected growth between FAST Progress Monitoring windows (PM1-PM2 and PM2-PM3). - Classroom walk-throughs, lesson plan reviews, and instructional observations indicate that Tier 1 literacy instruction and the district-adopted instructional materials are implemented with fidelity. - By the end of the school year, at least 80% of students will achieve a Level 3 or higher on the FAST ELA Reading PM3 assessment.	
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: Score between the 21st-30th percentile rank on the FAST Progress Monitoring and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Score between the 21st-30th percentile rank on the FAST Progress Monitoring and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention. Students who scored a level 2 on last year's PM3 assessment should be monitored closely to ensure adequate progress and mastery of new benchmarks. Tier 2 should begin quickly if they are scoring less than 65% on common standards assessments in quarter 1. Students who scored a level 1 on last year's PM3 are in need of tier 3 interventions.		
Number of times per week interventions are provided: 2-5 Number of minutes per intervention session: 15-45 Course(s) where interventions take place: 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)
Lexia PowerUp Literacy	Promising Evidence	
HMH Read 180 – Secondary Reading	Strong Evidence	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Small-Group instruction with scaffolding on targeted skills		Small group instruction with scaffolding on targeted skills does not have a published ESSA rating of evidence; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. Recommendation 1: Provide explicit vocabulary instruction. Level of Evidence: Strong Recommendation 2: Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong These recommendations are integrated into the district's Tier 3 intervention model through targeted small-group instruction focused on students' identified literacy needs. Teachers provide explicit instruction using scaffolded supports such as teacher modeling, guided practice, visuals, graphic organizers, structured academic discussions, and writing tasks that reinforce vocabulary development and comprehension of increasingly complex texts. Instruction is differentiated based on diagnostic and progress-monitoring data to address individual skill deficits and provide intensive support. The district supports implementation through ongoing professional learning on evidence-based literacy practices, explicit vocabulary instruction, comprehension strategy instruction, and effective scaffolding techniques aligned to the science of reading. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, progress-monitoring data, student work analysis, and coaching cycles to ensure consistent implementation of evidence-based instructional practices across schools.
Learning-Focused Strategies: Previewing		Previewing does not meet strong, moderate, or promising levels of evidence as a standalone instructional practice; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. Recommendation 2: Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong

		The guide recommends explicitly teaching students how to prepare for reading by activating prior knowledge, previewing text features, establishing a purpose for reading, and using metacognitive strategies before, during, and after reading to improve comprehension. These recommendations are integrated into the district's Tier 3 intervention program by teaching students to preview titles, headings, graphics, text features, and key vocabulary prior to reading while activating background knowledge and establishing a purpose for reading. Teachers model the previewing process through think-alouds, guided practice, and scaffolded questioning to help students anticipate text organization and monitor their understanding before engaging with increasingly complex grade-level texts. The district supports implementation through ongoing professional learning focused on evidence-based adolescent literacy practices, explicit comprehension strategy instruction, and effective scaffolding techniques aligned to the science of reading. Instructional coaches, ESE specialists, and school administrators provide job-embedded coaching, collaborative planning, and classroom modeling to support implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, and progress-monitoring data. Results from these monitoring activities are used to provide targeted feedback and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
Learning-Focused Strategies: Distributed Summarizing		Summarizing does not meet strong, moderate, or promising levels of evidence as a standalone instructional practice; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. Recommendation: Provide direct and explicit comprehension strategy instruction, including summarizing, predicting, questioning, and clarifying. Level of Evidence: Strong

		These recommendations are integrated into the district's Tier 3 intervention program by explicitly teaching students how to identify the central idea, distinguish key supporting details, synthesize information, and summarize texts using their own words to monitor and strengthen comprehension. Teachers model summarizing through think-alouds, provide scaffolded guided practice with increasingly complex texts, and gradually release responsibility to students through independent application across content areas. The district supports implementation through ongoing professional learning focused on evidence-based adolescent literacy practices, explicit comprehension strategy instruction, and effective scaffolding techniques aligned to the science of reading. Instructional coaches, ESE specialists, and school administrators provide job-embedded coaching, collaborative planning, and classroom modeling to support effective implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, and progress-monitoring data. Results from these monitoring activities are used to provide targeted feedback and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Language Tree Online ELD 1 program response to intervention		Language Tree Online does not have a published ESSA rating of evidence; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i>. Recommendation 4: <i>Provide Small-Group Instructional Intervention to Students Struggling in Areas of Literacy and English Language Development.</i> Level of Evidence: Strong The guide recommends providing targeted small-group intervention for English learners experiencing difficulties in literacy and English language development. For students who struggle with foundational reading skills,

		instruction should include explicit teaching of phonological awareness, phonics, vocabulary development, listening comprehension, and reading comprehension strategies. These recommendations are integrated into the design of Language Tree Online through diagnostic assessments that identify individual language and literacy needs, targeted instructional pathways, scaffolded lessons, and ongoing progress monitoring. The program provides explicit instruction in foundational literacy, academic vocabulary, listening, speaking, reading, and language development while allowing teachers to use student performance data to differentiate instruction and provide additional small-group support as needed. The district supports implementation through professional learning for ESOL teachers on effective use of the platform, evidence-based instructional practices for English learners, and data-informed instructional decision making. Implementation fidelity is monitored through usage reports, student progress-monitoring data, classroom observations, and regular review of student performance to ensure the program is implemented consistently and effectively.
Targeted Whole and Small group foundational instruction (<i>Sheltered ESOL Class: Whole group</i>)		Targeted Small Group Foundational Instruction does not meet strong, moderate, or promising levels of evidence as a standalone program; however, the following What Works Clearinghouse (WWC) Practice Guide recommendation(s) support the practice: <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> Recommendation: "Provide small-group instructional intervention to students struggling in areas of literacy and English language development." Level of Evidence: Strong (ies.ed.gov) <i>Providing Reading Interventions for Students in Grades 4–9</i> Recommendation: "Build students' decoding skills so they can read complex multisyllabic words through explicit, systematic instruction." Level of Evidence: Strong (ies.ed.gov) These recommendations are integrated into the district's Sheltered ESOL instructional program through targeted whole-group and small-group lessons that explicitly teach academic vocabulary

		and comprehension strategies while intentionally connecting new learning to students' background knowledge and experiences. Teachers use modeling, visuals, sentence frames, structured academic conversations, graphic organizers, and scaffolded text discussions to build language proficiency and deepen comprehension. Students engage in repeated opportunities to practice new vocabulary, make meaningful connections between prior knowledge and grade-level content, and apply comprehension strategies through guided and independent reading activities. The district supports implementation through ongoing professional learning focused on sheltered instructional strategies, academic vocabulary development, explicit comprehension instruction, and effective scaffolding techniques for English learners. ESOL specialists, instructional coaches, and school administrators provide job-embedded coaching, collaborative planning, classroom modeling, and instructional support to ensure high-quality implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, and progress-monitoring data. Feedback from these monitoring activities is used to provide targeted coaching and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
Targeted Whole and Small group vocabulary and comprehension instruction using strategies to integrate with prior knowledge <i>(Sheltered ESOL Class: Whole group)</i>		Targeted Whole and Small Group Vocabulary and Comprehension Instruction Using Strategies to Integrate with Prior Knowledge (Sheltered ESOL Class: Whole Group) does not meet strong, moderate, or promising levels of evidence as a standalone program; however, the following What Works Clearinghouse (WWC) Practice Guide These recommendations are integrated into the district's Sheltered ESOL instructional program through targeted whole-group and small-group lessons that explicitly teach academic vocabulary and comprehension strategies while intentionally connecting new learning to students' background knowledge and experiences. Teachers use modeling, visuals, sentence frames, structured academic

		conversations, graphic organizers, and scaffolded text discussions to build language proficiency and deepen comprehension. Students engage in repeated opportunities to practice new vocabulary, make meaningful connections between prior knowledge and grade-level content, and apply comprehension strategies through guided and independent reading activities. The district supports implementation through ongoing professional learning focused on sheltered instructional strategies, academic vocabulary development, explicit comprehension instruction, and effective scaffolding techniques for English learners. ESOL specialists, instructional coaches, and school administrators provide job-embedded coaching, collaborative planning, classroom modeling, and instructional support to ensure high-quality implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, and progress-monitoring data. Feedback from these monitoring activities is used to provide targeted coaching and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools..
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Score Level 1 or 20th percentile rank or below on the FAST Progress Monitoring and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Score Level 1 and/or 20th percentile rank or below on the FAST Progress Monitoring and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.		
Number of times per week interventions are provided: 2-5		
Number of minutes per intervention session: 20-45		
Course(s) where interventions take place: Intensive Reading and English Language Arts		
Intensive, Individualized Instruction/Interventions		

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Literacy		
HMH Read 180		
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Small-Group instruction with scaffolding on targeted skills with ESE Support Facilitators or ESOL paraeducators as necessary.		Targeted Small group does not have a published ESSA rating of evidence; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. Recommendation 1: Provide explicit vocabulary instruction. Level of Evidence: Strong Recommendation 2: Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong These recommendations are integrated into the district's Tier 3 intervention model through targeted small-group instruction focused on students' identified literacy needs. Teachers provide explicit instruction using scaffolded supports such as teacher modeling, guided practice, visuals, graphic organizers, structured academic discussions, and writing tasks that reinforce vocabulary development and comprehension of increasingly complex texts. Instruction is differentiated based on diagnostic and progress-monitoring data to address individual skill deficits and provide intensive support. The district supports implementation through ongoing professional learning on evidence-based literacy practices, explicit vocabulary instruction, comprehension strategy instruction, and effective scaffolding techniques aligned to the science of reading. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, progress-monitoring data, student work analysis, and coaching cycles to ensure consistent implementation of evidence-based instructional practices across schools.

Learning-Focused Strategies: Previewing		Previewing does not meet strong, moderate, or promising levels of evidence as a standalone instructional practice; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. Recommendation 2: Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong The guide recommends explicitly teaching students how to prepare for reading by activating prior knowledge, previewing text features, establishing a purpose for reading, and using metacognitive strategies before, during, and after reading to improve comprehension. These recommendations are integrated into the district's Tier 3 intervention program by teaching students to preview titles, headings, graphics, text features, and key vocabulary prior to reading while activating background knowledge and establishing a purpose for reading. Teachers model the previewing process through think-alouds, guided practice, and scaffolded questioning to help students anticipate text organization and monitor their understanding before engaging with increasingly complex grade-level texts. The district supports implementation through ongoing professional learning focused on evidence-based adolescent literacy practices, explicit comprehension strategy instruction, and effective scaffolding techniques aligned to the science of reading. Instructional coaches, ESE specialists, and school administrators provide job-embedded coaching, collaborative planning, and classroom modeling to support implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, and progress-monitoring data. Results from these monitoring activities are used to provide targeted feedback and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
Learning-Focused Strategies: Distributed Summarizing		Summarizing does not meet strong, moderate, or promising levels of evidence as a standalone

		instructional practice; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. Recommendation: Provide direct and explicit comprehension strategy instruction, including summarizing, predicting, questioning, and clarifying. Level of Evidence: Strong These recommendations are integrated into the district's Tier 3 intervention program by explicitly teaching students how to identify the central idea, distinguish key supporting details, synthesize information, and summarize texts using their own words to monitor and strengthen comprehension. Teachers model summarizing through think-alouds, provide scaffolded guided practice with increasingly complex texts, and gradually release responsibility to students through independent application across content areas. The district supports implementation through ongoing professional learning focused on evidence-based adolescent literacy practices, explicit comprehension strategy instruction, and effective scaffolding techniques aligned to the science of reading. Instructional coaches, ESE specialists, and school administrators provide job-embedded coaching, collaborative planning, and classroom modeling to support effective implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, and progress-monitoring data. Results from these monitoring activities are used to provide targeted feedback and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
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English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Targeted Small group foundational instruction		Targeted Small Group Foundational Instruction does not meet strong, moderate, or promising levels of evidence as a standalone program; however, the following What Works Clearinghouse (WWC) Practice Guide recommendation(s) support the practice:

		<i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> Recommendation: "Provide small-group instructional intervention to students struggling in areas of literacy and English language development." Level of Evidence: Strong (ies.ed.gov) <i>Providing Reading Interventions for Students in Grades 4–9</i> Recommendation: "Build students' decoding skills so they can read complex multisyllabic words through explicit, systematic instruction." Level of Evidence: Strong (ies.ed.gov) These recommendations are integrated into the district's Sheltered ESOL instructional program through targeted whole-group and small-group lessons that explicitly teach academic vocabulary and comprehension strategies while intentionally connecting new learning to students' background knowledge and experiences. Teachers use modeling, visuals, sentence frames, structured academic conversations, graphic organizers, and scaffolded text discussions to build language proficiency and deepen comprehension. Students engage in repeated opportunities to practice new vocabulary, make meaningful connections between prior knowledge and grade-level content, and apply comprehension strategies through guided and independent reading activities. The district supports implementation through ongoing professional learning focused on sheltered instructional strategies, academic vocabulary development, explicit comprehension instruction, and effective scaffolding techniques for English learners. ESOL specialists, instructional coaches, and school administrators provide job-embedded coaching, collaborative planning, classroom modeling, and instructional support to ensure high-quality implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, and progress-monitoring data. Feedback from these monitoring activities is used to provide targeted coaching and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
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Targeted Small group vocabulary and comprehension instruction using strategies to integrate with prior knowledge		Targeted Whole and Small Group Vocabulary and Comprehension Instruction Using Strategies to Integrate with Prior Knowledge (Sheltered ESOL Class: Whole Group) does not meet strong, moderate, or promising levels of evidence as a standalone program; however, the following What Works Clearinghouse (WWC) Practice Guide recommendation(s) support the practice: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation: "Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities," and "Integrate oral and written English language instruction into content-area teaching." Level of Evidence: Strong Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendation: "Provide direct and explicit comprehension strategy instruction," including activating prior knowledge, predicting, questioning, clarifying, and summarizing to support understanding of complex texts. Level of Evidence: Strong These recommendations are integrated into the district's Sheltered ESOL instructional program through targeted whole-group and small-group lessons that explicitly teach academic vocabulary and comprehension strategies while intentionally connecting new learning to students' background knowledge and experiences. Teachers use modeling, visuals, sentence frames, structured academic conversations, graphic organizers, and scaffolded text discussions to build language proficiency and deepen comprehension. Students engage in repeated opportunities to practice new vocabulary, make meaningful connections between prior knowledge and grade-level content, and apply comprehension strategies through guided and independent reading activities. The district supports implementation through ongoing professional learning for ESOL teachers, instructional coaches, and school administrators focused on sheltered instructional strategies, academic vocabulary development, explicit comprehension instruction, and evidence-based practices for English learners. ESOL specialists
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		provide job-embedded coaching, collaborative planning, classroom modeling, and instructional support to ensure high-quality implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, progress-monitoring data, and regular review of English language proficiency and literacy outcomes. Data from these monitoring activities are used to provide targeted feedback, coaching, and additional professional learning to ensure consistent implementation of evidence-based instructional practices across all schools.
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Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
McGraw Hill StudySync District Common Standards Assessment	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
McGraw Hill StudySync Standards-based Common District Final	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ Select Students	☒ Vocabulary ☒ Comprehension		☒ Annually ☐ As Needed ☐ Other
Lexia PowerUp Literacy	☒ 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
HMH-Read 180 MAP Growth	☒ 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
Core Phonics Survey	☒ 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
Oral Reading Fluency (ORF)	☒ 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
ACCESS for ELLs	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Select Students	☒ Vocabulary ☒ Comprehension		☒ Annually ☐ As Needed ☐ Other
Language Tree Online	☒ 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.

Teaching and Learning Specialists meet with Literacy Coaches, MTSS Coordinators and school administrative teams to collaborate on what data is being used to determine intervention and support, including how the data is being collected and interpreted.

The threshold for identifying students in need of Tier 2 and Tier 3 interventions is based on multiple data sources and established decision criteria. For Tier 2, individual student performance and growth are compared to district benchmark expectations, grade-level expectations, and the progress of students receiving the same intervention to determine whether the student is responding adequately to instruction.

Tier 2: A score between the 21st and 30th percentile on FAST Progress Monitoring and/or the PowerUp Literacy diagnostic and/or the Foundational Skills Screener indicates a need for intervention. **Tier 3:** A score at or below the 20th percentile on FAST Progress Monitoring and/or the PowerUp Literacy diagnostic and/or the Foundational Skills Screener indicates a need for intensive intervention. Screening data, in conjunction with ongoing progress-monitoring data, are used to evaluate students' responses to intervention and determine appropriate instructional adjustments, intervention intensity, and next steps. School-based MTSS teams meet quarterly, and more frequently as needed throughout the school year, to review student data and make intervention decisions.

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

Literacy Coaches and teachers participate in weekly Professional Learning Community (PLC) meetings to improve the effectiveness of Tier 1 instruction. PLCs include classroom teachers, literacy coaches, MTSS interventionists, administrators, and other appropriate support personnel who collaboratively review

formative and summative assessment data, FAST Progress Monitoring data, classroom performance, and students of concern. During these meetings, teams analyze student performance, identify trends, and discuss the effectiveness of Tier 1 instruction. Literacy Leadership Teams also meet regularly to review schoolwide literacy data, identify grade-level trends related to student growth and proficiency, and problem-solve areas in need of improvement.

Based on the weekly data review process, teams collaboratively determine appropriate instructional adjustments to strengthen Tier 1 instruction. Teachers use formative and summative data to provide differentiated instruction, while PLC teams share instructional strategies, evidence-based practices, and resources to address identified student needs. When students are not demonstrating adequate progress, the intensity of Tier 1 instruction is increased through targeted differentiation, flexible small-group instruction, additional opportunities for explicit instruction and guided practice, and more frequent progress monitoring before considering additional intervention. Literacy Coaches identify instructional needs and implement coaching cycles that include modeling, observation, feedback, and job-embedded professional learning to strengthen instructional practices.

District and school leaders use information from PLCs, Literacy Leadership Team meetings, and classroom data reviews to determine whether additional Tier 1 support is needed in the areas of instructional practices, professional learning, standards training, or effective implementation of the instructional materials program. When additional support is needed, district and school literacy leaders collaborate to develop an action plan, monitor implementation, and adjust supports based on ongoing student performance data.

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

School administrators conduct regular classroom walk-throughs and review lesson plans and instructional artifacts to ensure that Tier 2 interventions are implemented with fidelity. Tier 2 interventions are delivered in small groups during designated intervention blocks and are based on formative and summative classroom data, diagnostic assessments, and progress-monitoring results to target students' specific literacy skill deficits. Literacy Leadership Teams and/or MTSS Teams meet regularly to conduct data chats, review student progress, and evaluate the effectiveness of Tier 2 interventions. Literacy Coaches provide coaching cycles, including modeling, observation, and feedback, to strengthen intervention delivery and instructional practices as needed.

Student progress is monitored regularly through progress-monitoring assessments and ongoing classroom data. MTSS Coordinators routinely review Tier 2 data submitted by teachers and interventionists to determine students' responses to intervention and identify the need for additional supports. Teams review Tier 2 progress-monitoring data, diagnostic assessment results, response-to-intervention data, and fidelity documentation to determine the effectiveness of interventions and make instructional decisions. When students do not demonstrate adequate progress, intervention intensity is increased by reducing group size, increasing instructional time or frequency, and providing more explicit, targeted interventions focused on identified skill deficits. These data-based decisions guide whether students continue with Tier 2 supports, require adjustments to their intervention plan, or are considered for Tier 3 intervention through the MTSS problem-solving process.

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

School administrators conduct regular classroom walk-throughs to ensure Tier 3 interventions are implemented with fidelity. Tier 3 interventions are provided through intensive reading courses, where students receive explicit, systematic, and individualized instruction in smaller groups with increased instructional time targeting identified literacy skill deficits. Literacy Coaches provide coaching cycles and professional learning to support the implementation of evidence-based instructional practices and multisensory strategies.

The Literacy Leadership Team and/or MTSS Team meet at least quarterly, and more frequently as needed, to review progress-monitoring data, PowerUp Literacy diagnostic data, formative and summative assessments, and fidelity documentation. Student progress is monitored more frequently than in Tier 2, and intervention plans are adjusted based on individual response to instruction by increasing instructional intensity, reducing group size, refining targeted skill instruction, or modifying intervention strategies as needed.

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:	
Score above the 30th percentile rank on the FAST Reading Progress Monitoring and/or demonstrate proficiency in PowerUp Literacy by scoring in the on grade-level Intermediate category.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
Tier 1 instruction is considered effective when the following performance criteria are met:	
- At least 80% of students score at or above the district-established benchmark (40th percentile or higher) on the FAST ELA Reading Progress Monitoring assessments. - At least 80% of students demonstrate mastery of grade-level B.E.S.T. ELA benchmarks by earning a passing score of 70% or higher on district and classroom summative assessments. - At least 80% of students demonstrate expected growth between FAST Progress Monitoring windows (PM1-PM2 and PM2-PM3). - Classroom walk-throughs, lesson plan reviews, and instructional observations indicate that Tier 1 literacy instruction and the district-adopted instructional materials are implemented with fidelity. - By the end of the school year, at least 80% of students will achieve a Level 3 or higher on the FAST ELA Reading PM3 assessment.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill StudySync	2026
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Score between the 21st-30th percentile rank on the FAST Progress Monitoring and/or NWEA MAP Growth Measure and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.	
Tier 1 Instruction + Tier 2 Interventions	

Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Score below level 2 or between the 21st-30th percentile rank on the FAST Progress Monitoring from the previous school year's PM 3 and/or NWEA MAP Growth Measure and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.		
Number of times per week interventions are provided: 2-5 Number of minutes per intervention session: 15-25 Course(s) where interventions take place: English courses and/or Intensive Reading courses		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Literacy	Promising Evidence	
HMH Read 180 – Secondary Reading	Strong Evidence	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Small-Group instruction with scaffolding on targeted skills		Small -Group Instruction with Scaffolding on Targeted Skills does not meet strong, moderate, or promising levels of evidence as a standalone instructional practice; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. Recommendation 1: Provide explicit vocabulary instruction. Level of Evidence: Strong Recommendation 2: Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong These recommendations are integrated into the district's Tier 2 and Tier 3 instructional program through targeted small-group instruction that addresses students' identified literacy needs using explicit teaching, scaffolded supports, teacher modeling, guided practice, and structured opportunities for reading, writing, speaking, and discussion. Instruction is differentiated using screening, diagnostic, and

		progress-monitoring data to provide intensive support in vocabulary development, comprehension, and strategic reading behaviors while gradually releasing responsibility to students as proficiency increases. The district supports implementation through ongoing professional learning focused on evidence-based adolescent literacy practices, explicit vocabulary instruction, comprehension strategy instruction, differentiated small-group instruction, and effective scaffolding techniques aligned to the science of reading. Instructional coaches, ESE specialists, reading interventionists, and school administrators provide job-embedded coaching, collaborative planning, classroom modeling, and instructional support to ensure high-quality implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, intervention documentation, and progress-monitoring data. Findings from these monitoring activities are used to provide targeted coaching and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
Learning-Focused Strategies: Previewing		<i>Previewing does not meet strong, moderate, or promising levels of evidence as a standalone instructional practice; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices.</i> Recommendation: Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong The practice guide recommends explicitly teaching students to prepare for reading by activating prior knowledge, previewing text features, establishing a purpose for reading, and using metacognitive strategies before, during, and after reading to improve comprehension of complex texts. These recommendations are integrated into the district's Tier 2 and Tier 3 instructional program by teaching students to preview titles, headings, graphics, text features, key vocabulary, and organizational structures prior to reading.

		Teachers model the previewing process using think-alouds, scaffolded questioning, and guided practice to activate background knowledge, establish a purpose for reading, and help students anticipate the organization and meaning of complex texts before engaging in independent reading and discussion. The district supports implementation through ongoing professional learning focused on evidence-based adolescent literacy practices, explicit comprehension strategy instruction, and effective scaffolding techniques aligned to the science of reading. Instructional coaches, ESE specialists, and school administrators provide job-embedded coaching, collaborative planning, classroom modeling, and instructional support to ensure high-quality implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, intervention documentation, and progress-monitoring data. Findings from these monitoring activities are used to provide targeted coaching and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
Learning-Focused Strategies: Distributed Summarizing		Summarizing does not meet strong, moderate, or promising levels of evidence as a standalone instructional practice; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. Recommendation: Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong The practice guide recommends explicitly teaching students to use comprehension strategies before, during, and after reading to improve understanding of increasingly complex texts. Summarizing is an evidence-based comprehension strategy that supports students in identifying the central idea, synthesizing important information, distinguishing key supporting details, and monitoring their understanding of text. These recommendations are integrated into the district's Tier 2 and Tier 3 instructional program by providing explicit instruction in summarizing

		through teacher modeling, think-alouds, guided practice, scaffolded instruction, and gradual release of responsibility. Students are taught to identify the central idea, determine the most important supporting details, synthesize information across a text, and produce concise summaries using their own words. Summarizing is incorporated across content areas to strengthen comprehension, retention of information, and students' ability to analyze increasingly complex grade-level texts. The district supports implementation through ongoing professional learning focused on evidence-based adolescent literacy practices, explicit comprehension strategy instruction, and effective scaffolding techniques aligned to the science of reading. Instructional coaches, ESE specialists, and school administrators provide job-embedded coaching, collaborative planning, classroom modeling, and instructional support to ensure high-quality implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, intervention documentation, and progress-monitoring data. Findings from these monitoring activities are used to provide targeted coaching and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Language Tree Online ELD 1 Language Development Program response to intervention		Language Tree Online does not have a published ESSA rating of evidence; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> Recommendation 4: <i>Provide Small-Group Instructional Intervention to Students Struggling in Areas of Literacy and English Language Development.</i> Level of Evidence: Strong The guide recommends providing targeted small-group intervention for English learners experiencing difficulties in literacy and English language development. For students who struggle with foundational reading skills,

		instruction should include explicit teaching of phonological awareness, phonics, vocabulary development, listening comprehension, and reading comprehension strategies. These recommendations are integrated into the design of Language Tree Online through diagnostic assessments that identify individual language and literacy needs, targeted instructional pathways, scaffolded lessons, and ongoing progress monitoring. The program provides explicit instruction in foundational literacy, academic vocabulary, listening, speaking, reading, and language development while allowing teachers to use student performance data to differentiate instruction and provide additional small-group support as needed. The district supports implementation through professional learning for ESOL teachers on effective use of the platform, evidence-based instructional practices for English learners, and data-informed instructional decision making. Implementation fidelity is monitored through usage reports, student progress-monitoring data, classroom observations, and regular review of student performance to ensure the program is implemented consistently and effectively.
Targeted Whole and Small group foundational instruction (<i>Sheltered ESOL Class: Whole group</i>)		Targeted Small Group Foundational Instruction does not meet strong, moderate, or promising levels of evidence as a standalone program; however, the following What Works Clearinghouse (WWC) Practice Guide recommendation(s) support the practice: <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> Recommendation: "Provide small-group instructional intervention to students struggling in areas of literacy and English language development." Level of Evidence: Strong (ies.ed.gov) <i>Providing Reading Interventions for Students in Grades 4–9</i> Recommendation: "Build students' decoding skills so they can read complex multisyllabic words through explicit, systematic instruction." Level of Evidence: Strong (ies.ed.gov) These recommendations are integrated into the district's English Language Learner instructional

		program through targeted small-group instruction informed by English language proficiency data, literacy screening results, classroom performance, and ongoing progress monitoring. Instruction provides explicit, systematic teaching of phonological awareness, phonics, decoding, fluency, vocabulary, oral language development, and language structures using scaffolded instructional routines. Flexible grouping enables teachers to differentiate instruction based on students' literacy and English language acquisition needs while providing modeling, guided practice, immediate corrective feedback, cumulative review, and multiple opportunities for students to apply newly learned literacy and language skills independently. The district supports implementation through ongoing professional learning for ESOL teachers, instructional coaches, and school administrators focused on evidence-based literacy instruction for English learners, explicit foundational reading instruction, language acquisition strategies, and effective scaffolding techniques. ESOL specialists provide job-embedded coaching, collaborative planning, classroom modeling, and instructional support to ensure high-quality implementation of targeted foundational instruction. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, progress-monitoring data, English language proficiency data, and student literacy outcomes. Results from these monitoring activities are used to provide targeted coaching, ongoing feedback, and additional professional learning to ensure consistent implementation of evidence-based instructional practices across all schools.
Targeted Whole and Small group vocabulary and comprehension instruction using strategies to integrate with prior knowledge (<i>Sheltered ESOL Class: Whole group</i>)		Targeted Whole and Small Group Vocabulary and Comprehension Instruction Using Strategies to Integrate with Prior Knowledge (Sheltered ESOL Class: Whole Group) does not meet strong, moderate, or promising levels of evidence as a standalone program; however, the following What Works Clearinghouse (WWC) Practice Guide recommendation(s) support the practice: <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i>

		Recommendation: <i>Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, and Integrate oral and written English language instruction into content-area teaching.</i> Level of Evidence: Strong Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendation: <i>Provide direct and explicit comprehension strategy instruction, including activating prior knowledge, predicting, questioning, clarifying, and summarizing to support understanding of complex texts.</i> Level of Evidence: Strong These recommendations are integrated into the district's Sheltered ESOL instructional program through targeted whole-group and small-group lessons that explicitly teach academic vocabulary and comprehension strategies while intentionally connecting new learning to students' background knowledge and experiences. Teachers use modeling, visuals, sentence frames, structured academic conversations, graphic organizers, and scaffolded text discussions to build language proficiency and deepen comprehension. Students engage in repeated opportunities to practice new vocabulary, make meaningful connections between prior knowledge and grade-level content, and apply comprehension strategies through guided and independent reading activities. The district supports implementation through ongoing professional learning for ESOL teachers, instructional coaches, and school administrators focused on sheltered instructional strategies, explicit vocabulary instruction, comprehension strategy instruction, and evidence-based practices for English learners. ESOL specialists provide job-embedded coaching, collaborative planning, classroom modeling, and instructional support to ensure consistent implementation of these instructional practices. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, progress-monitoring data, and English language proficiency data. Results from these monitoring activities are used to provide targeted feedback, coaching, and
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		additional professional learning to ensure consistent implementation of evidence-based instructional practices across all schools.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Score Level 1 and/or 20th percentile rank or below on the FAST Progress Monitoring and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Score Level 1 and/or 20th percentile rank or below on the FAST Progress Monitoring and/or PowerUp Literacy diagnostic and/or Foundational skills screener indicates a need for intervention.		
Number of times per week interventions are provided: 2-5 Number of minutes per intervention session: 20-45 Course(s) where interventions take place: Intensive Reading, MTSS pull out, and/or ELA Core Classes as needed		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Literacy with teacher-led lessons		
HMH Read 180 – Secondary Reading		
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)
Small-Group instruction with scaffolding on targeted skills		Small Group Instruction does not have a published ESSA rating of evidence; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. Recommendation 1: Provide explicit vocabulary instruction. Level of Evidence: Strong Recommendation 2: Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong These recommendations are integrated into the district's Tier 3 intervention model through targeted small-group instruction focused on students' identified literacy needs. Teachers provide explicit instruction using scaffolded supports such as teacher modeling, guided practice, visuals, graphic organizers, structured academic discussions, and writing tasks that reinforce vocabulary development and comprehension of increasingly complex texts.

		Instruction is differentiated based on diagnostic and progress-monitoring data to address individual skill deficits and provide intensive support. The district supports implementation through ongoing professional learning on evidence-based literacy practices, explicit vocabulary instruction, comprehension strategy instruction, and effective scaffolding techniques aligned to the science of reading. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, progress-monitoring data, student work analysis, and coaching cycles to ensure consistent implementation of evidence-based instructional practices across schools.
Learning-Focused Strategies: Previewing		Previewing does not meet strong, moderate, or promising levels of evidence as a standalone instructional practice; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. Recommendation 2: Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong The guide recommends explicitly teaching students how to prepare for reading by activating prior knowledge, previewing text features, establishing a purpose for reading, and using metacognitive strategies before, during, and after reading to improve comprehension. These recommendations are integrated into the district's Tier 3 intervention program by teaching students to preview titles, headings, graphics, text features, and key vocabulary prior to reading while activating background knowledge and establishing a purpose for reading. Teachers model the previewing process through think-alouds, guided practice, and scaffolded questioning to help students anticipate text organization and monitor their understanding before engaging with increasingly complex grade-level texts. The district supports implementation through ongoing professional learning focused on evidence-based adolescent literacy practices, explicit comprehension strategy instruction, and effective scaffolding techniques aligned to the science of reading. Instructional coaches, ESE specialists, and school administrators provide job-embedded coaching, collaborative planning, and classroom modeling to support implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, and progress-monitoring data. Results from these monitoring activities are used to provide targeted feedback and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
Learning-Focused Strategies:		Summarizing does not meet strong, moderate, or promising levels of evidence as a standalone instructional practice; however, the

Distributed Summarizing		instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. Recommendation: Provide direct and explicit comprehension strategy instruction, including summarizing, predicting, questioning, and clarifying. Level of Evidence: Strong These recommendations are integrated into the district's Tier 3 intervention program by explicitly teaching students how to identify the central idea, distinguish key supporting details, synthesize information, and summarize texts using their own words to monitor and strengthen comprehension. Teachers model summarizing through think-alouds, provide scaffolded guided practice with increasingly complex texts, and gradually release responsibility to students through independent application across content areas. The district supports implementation through ongoing professional learning focused on evidence-based adolescent literacy practices, explicit comprehension strategy instruction, and effective scaffolding techniques aligned to the science of reading. Instructional coaches, ESE specialists, and school administrators provide job-embedded coaching, collaborative planning, and classroom modeling to support effective implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, and progress-monitoring data. Results from these monitoring activities are used to provide targeted feedback and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Language Tree Online (ELA 1 Language Development Program) response to intervention		Language Tree Online does not have a published ESSA rating of evidence; however, the instructional design is supported by the What Works Clearinghouse (WWC) Practice Guide, <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i>. Recommendation 4: <i>Provide Small-Group Instructional Intervention to Students Struggling in Areas of Literacy and English Language Development.</i> Level of Evidence: Strong The guide recommends providing targeted small-group intervention for English learners experiencing difficulties in literacy and English language development. For students who struggle with foundational reading skills, instruction should include explicit teaching of phonological awareness, phonics, vocabulary development, listening comprehension, and reading comprehension strategies. These recommendations are integrated into the design of Language Tree Online through diagnostic assessments that identify individual language and literacy needs, targeted instructional pathways,

		scaffolded lessons, and ongoing progress monitoring. The program provides explicit instruction in foundational literacy, academic vocabulary, listening, speaking, reading, and language development while allowing teachers to use student performance data to differentiate instruction and provide additional small-group support as needed. The district supports implementation through professional learning for ESOL teachers on effective use of the platform, evidence-based instructional practices for English learners, and data-informed instructional decision making. Implementation fidelity is monitored through usage reports, student progress-monitoring data, classroom observations, and regular review of student performance to ensure the program is implemented consistently and effectively.
Targeted Whole and Small group foundational instruction (<i>Sheltered ESOL Class: Whole group</i>)		Targeted Small Group Foundational Instruction does not meet strong, moderate, or promising levels of evidence as a standalone program; however, the following What Works Clearinghouse (WWC) Practice Guide recommendation(s) support the practice: <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> Recommendation: "Provide small-group instructional intervention to students struggling in areas of literacy and English language development." Level of Evidence: Strong (ies.ed.gov) <i>Providing Reading Interventions for Students in Grades 4–9</i> Recommendation: "Build students' decoding skills so they can read complex multisyllabic words through explicit, systematic instruction." Level of Evidence: Strong (ies.ed.gov) These recommendations are integrated into the district's Sheltered ESOL instructional program through targeted whole-group and small-group lessons that explicitly teach academic vocabulary and comprehension strategies while intentionally connecting new learning to students' background knowledge and experiences. Teachers use modeling, visuals, sentence frames, structured academic conversations, graphic organizers, and scaffolded text discussions to build language proficiency and deepen comprehension. Students engage in repeated opportunities to practice new vocabulary, make meaningful connections between prior knowledge and grade-level content, and apply comprehension strategies through guided and independent reading activities. The district supports implementation through ongoing professional learning focused on sheltered instructional strategies, academic vocabulary development, explicit comprehension instruction, and effective scaffolding techniques for English learners. ESOL specialists, instructional coaches, and school administrators provide job-embedded coaching, collaborative planning, classroom modeling, and instructional support to ensure high-quality implementation. Fidelity is monitored through classroom observations, instructional

		walkthroughs, lesson plan reviews, student work analysis, and progress-monitoring data. Feedback from these monitoring activities is used to provide targeted coaching and additional professional learning to ensure consistent implementation of evidence-based instructional practices across schools.
Targeted Whole and Small group vocabulary and comprehension instruction using strategies to integrate with prior knowledge (<i>Sheltered ESOL Class: Whole group</i>)		Targeted Whole and Small Group Vocabulary and Comprehension Instruction Using Strategies to Integrate with Prior Knowledge (Sheltered ESOL Class: Whole Group) does not meet strong, moderate, or promising levels of evidence as a standalone program; however, the following What Works Clearinghouse (WWC) Practice Guide recommendation(s) support the practice: <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> Recommendation: "Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities," and "Integrate oral and written English language instruction into content-area teaching." Level of Evidence: Strong (ies.ed.gov) <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> Recommendation: "Provide direct and explicit comprehension strategy instruction," including activating prior knowledge, predicting, questioning, clarifying, and summarizing to support understanding of complex texts. Level of Evidence: Strong (ies.ed.gov) These recommendations are integrated into the district's Sheltered ESOL instructional program through targeted whole-group and small-group lessons that explicitly teach academic vocabulary and comprehension strategies while intentionally connecting new learning to students' background knowledge and experiences. Teachers use modeling, visuals, sentence frames, structured academic conversations, graphic organizers, and scaffolded text discussions to build language proficiency and deepen comprehension. Students engage in repeated opportunities to practice new vocabulary, make meaningful connections between prior knowledge and grade-level content, and apply comprehension strategies through guided and independent reading activities. The district supports implementation through ongoing professional learning focused on sheltered instructional strategies, academic vocabulary development, explicit comprehension instruction, and effective scaffolding techniques for English learners. ESOL specialists, instructional coaches, and school administrators provide job-embedded coaching, collaborative planning, classroom modeling, and instructional support to ensure high-quality implementation. Fidelity is monitored through classroom observations, instructional walkthroughs, lesson plan reviews, student work analysis, and progress-monitoring data. Feedback from these monitoring activities is used to provide targeted coaching and additional professional

		learning to ensure consistent implementation of evidence-based instructional practices across schools.
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5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

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

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

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

Name of Professional Learning	Target Audience	Description
Implementation of new ELA Core Instructional Materials	K-12 ELA Teachers	This professional learning will equip teachers with the knowledge, tools, and hands-on practice necessary to confidently implement the newly adopted ELA instructional materials.
Science of Reading for School and District Leaders	Academic Coaches, ESE and ELL Lead Teachers, School and District Administrators	This series provides leaders with a clear understanding of the Science of Reading, its research foundation, and key terminology to support effective literacy implementation. It covers high-impact strategies for all learners, the critical role of Literacy Leadership Teams, and the Reading Rope framework emphasizing explicit instruction and assessment. It guides leaders in identifying campus-specific next steps, empowering them to lead sustained effective literacy practices across their schools.
Effective instructional design to integrate language comprehension and word recognition skills	VPK-2 Teachers	Educators will learn with evidence-based methods to teach phonemic awareness, decoding, and vocabulary alongside comprehension practices such as metacognition, questioning, and summarizing. This professional learning encourages active use of multisensory techniques and differentiated instruction to

		meet diverse learner needs, fostering both decoding accuracy and comprehension of text.
ELA Best Practices Tier 1, Tier 2, Tier 3 Interventions	K-5 Literacy Coaches, Teachers and Interventionists 6-12 Intensive Reading Teachers, Secondary Literacy Coaches	Equipping educators with practical strategies for effectively using instructional scaffolding to support students' reading development with our adopted interventions. Teachers will explore how to provide structured support that helps students gradually build independence in their reading skills, fostering both solid foundational skills, fluency and reading comprehension.
Effective Scaffolding to Support Striving Readers	K-5 Teachers and Interventionists	Strategies for supporting below-grade-level readers through the development and implementation of scaffolding techniques and explicit instructional design using tier 1 BEST Boulder benchmarks and. Teachers will learn how to create structured, targeted lessons that provide essential support, allowing students to build foundational skills and make meaningful progress in reading. Also looking to provide DOE's Scaffolding Complex Text for All Learners: Strategies to Develop Strategic Readers with Chris Chaplin for 4 hours doing one day
Tier 1 High Yield Practices	VPK-12 Targeted School Leaders & as needed	Continuing the professional learning on the ELA Practice Profiles: explicit instruction, differentiated instruction, scaffolded instruction, systematic instruction and corrective feedback. The professional learning will include effective ways to apply these practices into the ELA classroom.
Standards Based Support Facilitation and Access Points Instruction	K-12 ESE teachers	A professional learning series on effective strategies for delivering inclusive, standards-based instruction and the short-term objectives and scaffolds needed to meet these goals. The training focuses on implementing support facilitation models that promote collaboration between general and special education teachers. Participants will also explore how to use Access Points to provide meaningful and rigorous instruction for students with significant cognitive disabilities, ensuring all learners have access to grade-level content in an equitable and supportive learning environment.

Instructional Focus Board Training	K-12, in targeted schools	An instructional focus board is a uniform, structured classroom display strategically located in a central location in every classroom for the purpose of guiding the focus of the instruction for teachers as well as defining the purpose for learning for students.
Implementation of the B.E.S.T ELA standards	K-12, as needed	Understand the features of the B.E.S.T. English Language Arts (ELA) Standards by closely analyzing the FLDOE BEST ELA handbook. Literacy coaches will practice developing focus boards that align to the BEST ELA handbook by closely analyzing the benchmarks and clarifications. Develop an understanding of instruction by analyzing other features in the handbook that include... • Text Selection • Stacking of Benchmarks • Infusion of Literary Periods • Reasoning Instruction • Rhetoric Instruction • Foundational Skills • Communication
Solution Tree - PLCs at Work	VPK-12 all content areas	This session deepens our understanding of the why and how to transition a school staff from a culture of isolation, where teachers work as independent contractors in their own classrooms, to a culture of true interdependence. The training equips grade-level or content-area teams with the specific protocols and tools needed to answer the Four Critical Questions of a PLC to increase instructional effectiveness in order to maximize student learning.
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. Flagler County Schools is committed to supporting professional growth and certification for educators. We offer complimentary Reading Endorsement courses that address all five state-required competencies. Additionally, we provide access to and support for completing micro-credential programs through the Laster Center. For educators pursuing ESOL certification, the district offers financial compensation upon successful completion of ESOL coursework.		
Differentiated Professional Learning		

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

Professional learning is differentiated and intensified for teachers based on progress monitoring data, teacher surveys, and instructional needs. Assessment results and teacher self-reflections guide targeted support, with tiered professional development ranging from advanced sessions for high-performing teachers to small-group or individualized coaching for those needing additional support. Literacy coaches play a key role by modeling instruction, co-teaching, facilitating data conversations, and providing ongoing feedback. This job-embedded, data-driven approach ensures professional learning is responsive, relevant, and focused on improving student outcomes.

Mentor Teachers

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

Mentor teachers are identified based on a combination of student performance data, instructional expertise, leadership qualities, and a demonstrated commitment to continuous improvement. Model classrooms are established by pairing these mentor teachers with high-quality, student-centered environments that showcase effective instructional strategies. These classrooms are utilized during professional learning through learning walks and instructional reviews, allowing peers to observe, reflect, and engage in dialogue about strong teaching practices.

Professional Learning Time

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

Time for weekly professional learning is built into the master schedule to ensure all teachers can participate in dedicated Professional Learning Community (PLC) or collaborative team meetings. These scheduled sessions occur during the school day and are organized by grade level or department to promote focused, relevant discussions. During these meetings, teachers engage in ongoing professional development, analyze student data, plan instruction, and share effective practices. This protected time supports collaboration, reflection, and continuous growth aligned with school and district goals.

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
Education Enrichment Allocation (EA) funds as designated by the state will be utilized for tutoring. This will include extended instructional day (before or after school), Saturday, and lunch tutoring activities and enrichment.	FAST Level 1 and 2 students	School-based administration identifies students based on FAST PM data in conjunction with the district's Teaching and Learning Department to determine which students will necessitate a focus on literacy for extended tutoring opportunities.

		Extended instructional day would consist of 30 minutes before school and/or up to an hour after school, depending on student need. Saturday school allows for a more concentrated emphasis on literacy deficiency gaps with extended time to reinforce strategies for literacy. Lunch tutoring would occur when the teacher identifies small cohort groups to rotate for smaller blocks of time (up to 6 weeks) for targeted interventions.
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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.

Guardians of students identified with a substantial deficiency in reading are provided with written notification of a reading deficiency noting the specific deficit domain(s.) They are given a copy of the instructional plan that is created to remediate the deficiency (in the form of an MTSS, IEP or ELL plan) and monthly communications regarding the progress being made with the intervention(s.) Families are given access to our District Read-At-Home Plan, helpful resources and the progress monitoring Families Report. Our Read-At-Home Plan is available on the Flagler Schools website under Learning Resources.

District website resources for parents include the UFLI Parent Hub, Just Read Florida Parent Resources, Institute of Education Sciences Parent Resources, and the New Worlds Reading Initiative. Flagler Schools actively promotes the New Worlds Reading free book Program for every student eligible for these supports.

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).

We partner with our local Education Foundation to host New Worlds Reading Parent and Community Nights. We also have district sponsored events that are co-sponsored by by our Education Foundation and our local Kiwanis chapter where we share information with families about New Worlds Reading and get them involved in engaging and thematic literacy activities. Many of our schools also host their own Literacy Nights for their families to feature creative ways for families to have fun while learning. These nights are often partially funded through local businesses known as our our local community partners.

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.

School-based administrators will work closely with Human Resources to review and determine the strongest candidates are prioritized to ensure highly effective teachers are considered for grades kindergarten through grade 2. In addition, school-based administration will utilize the state VAM data when reviewing applicants. This information will be critical when considering applicants from around the state. Human Resources will continue to monitor and track highly effective teachers with elementary certification.

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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
AO	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.
AO	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.
AO	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.

AO	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
AO	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
AO	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.
AO	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
AO	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
AO	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): Angela O'Brien, Assistant Superintendent Academic Services	
Signature: Angela O'Brien	Date: 7/29/2020