

## District Comprehensive Evidence-Based Reading Plan

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

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

### 1) Contact Information

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

| Point of Contact                | Name          | Email                                                        | Phone        |
|---------------------------------|---------------|--------------------------------------------------------------|--------------|
| Main Reading Contact            | Amie Bachle   | <a href="mailto:BachleAm@mygcsd.org">BachleAm@mygcsd.org</a> | 352-463-3200 |
| Data Element                    | Clayton Allen | <a href="mailto:AllenC@mygcsd.org">AllenC@mygcsd.org</a>     | 352-463-3200 |
| Third Grade Promotion           | Amie Bachle   | <a href="mailto:BachleAm@mygcsd.org">BachleAm@mygcsd.org</a> | 352-463-3200 |
| Multi-Tiered System of Supports | Amie Bachle   | <a href="mailto:BachleAm@mygcsd.org">BachleAm@mygcsd.org</a> | 352-463-3200 |
| ESOL                            | Amie Bachle   | <a href="mailto:BachleAm@mygcsd.org">BachleAm@mygcsd.org</a> | 352-463-3200 |
| VPK Coordinator                 | Jessica Oneal | <a href="mailto:Onealje@mygcsd.org">Onealje@mygcsd.org</a>   | 352-463-3200 |
| ESE                             | Mandy Brock   | <a href="mailto:BrockM@mygcsd.org">BrockM@mygcsd.org</a>     | 352-463-3200 |

### 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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|
| <b>Elementary Expenses</b>                                                                                                                                                                                                          |                |     |
| Literacy coaches                                                                                                                                                                                                                    | 140,000        |     |
| Intervention teachers                                                                                                                                                                                                               | 270,000        |     |
| Scientifically researched and evidence-based supplemental instructional materials                                                                                                                                                   | 140,000        |     |
| Third grade summer reading camps                                                                                                                                                                                                    |                |     |
| Summer reading camps                                                                                                                                                                                                                | 0              |     |
| <b>Secondary Expenses</b>                                                                                                                                                                                                           |                |     |
| Literacy coaches                                                                                                                                                                                                                    | 0              |     |
| Intervention teachers                                                                                                                                                                                                               | 255,000        |     |
| Scientifically researched and evidence-based supplemental instructional materials                                                                                                                                                   | 45,000         |     |
| <b>PreK-Grade 12 Expenses</b>                                                                                                                                                                                                       |                |     |
| 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 | 15,000         |     |
| Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification                                                                                                         | 0              |     |
| Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential                                                                                                            | 0              |     |
| Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)                                                                                       | 0              |     |
| Tutoring programs to accelerate literacy learning                                                                                                                                                                                   | 8,000          |     |
| Family engagement activities                                                                                                                                                                                                        | 5,000          |     |
| <b>Other – Please Describe. Add additional rows as needed.</b>                                                                                                                                                                      |                |     |
|                                                                                                                                                                                                                                     |                |     |
| <b>Estimated Sum of Expenditures</b>                                                                                                                                                                                                | <b>878,000</b> |     |

### 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<br><10 <sup>th</sup> percentile | Urgent Intervention<br><10 <sup>th</sup> percentile | At & Above Benchmark<br>40 <sup>th</sup> percentile & above | At & Above Benchmark<br>40 <sup>th</sup> percentile & above |
| VPK   | 3                                                   | 0                                                   | 91                                                          | 95                                                          |

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

To improve literacy outcomes for VPK students, the district will utilize a data-driven approach that integrates family engagement with multisensory instructional tools. Following a rigorous analysis of student performance data, the district will implement the Learning Dynamics program to bridge the gap between classroom instruction and home environments by allowing students to build a personal home library. This initiative fosters foundational reading skills like vocabulary acquisition and print awareness by encouraging students to read with their families, while the integration of Handwriting Without Tears supports development by enhancing fine motor function and visual-motor integration. Together, these programs reinforce the alphabetic principle and phonemic awareness, ensuring that physical letter formation and home-based literacy habits work in tandem to prepare students for long-term academic success.

**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     | 14                                           | 10                                         | 63                                           | 70                                         |
| 1     | 17                                           | 10                                         | 67                                           | 70                                         |
| 2     | 17                                           | 10                                         | 57                                           | 70                                         |
| 3     | 11                                           | 10                                         | 71                                           | 70                                         |
| 4     | 18                                           | 10                                         | 59                                           | 75                                         |
| 5     | 10                                           | 8                                          | 64                                           | 70                                         |
| 6     | 10                                           | 8                                          | 67                                           | 70                                         |
| 7     | 7                                            | 5                                          | 74                                           | 70                                         |
| 8     | 9                                            | 5                                          | 61                                           | 75                                         |
| 9     | 8                                            | 5                                          | 70                                           | 70                                         |
| 10    | 8                                            | 5                                          | 72                                           | 75                                         |

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

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

**1. Provide an explanation of the following:**

| Grades K-5                                          | District Level                                                                                                                                              | School Level                                                                                                                                                                                                                                             |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data that will be collected and frequency of review | <ul style="list-style-type: none"> <li>● I Ready- District/School/Grade Level- 3x a year</li> <li>● FAST- District/School/Grade Level- 3x a year</li> </ul> | <ul style="list-style-type: none"> <li>● I Ready- District/School/Grade Level- 3x a year</li> <li>● FAST- District/School/Grade Level- 3x a year</li> <li>● Phonics for Reading 3-5 &amp; Core Phonics Survey K-2</li> <li>● Grades-Quarterly</li> </ul> |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Actions for continuous support and improvement</p>      | <p>The District Learning Team meets at least once a month to discuss district data and establish individual school needs and/or district needs. A plan of action is now established and a course for follow-up and review determined. In the event a problem is determined within an individual school the District Learning Team will work with the school Principal to establish a plan to solve the problem and report back.</p> <p>Bi-monthly coach meetings-coaches will meet monthly to review data quarterly. The group will problem solve based on trends and develop support for teachers and students to address needs.</p> <p>Coaches will meet quarterly for professional learning to develop their coaching skills to better improve instruction in needed areas.</p> <p>Guided planning time per grade level and observation schedules have been built into the yearlong PL calendar to support implementation.</p> | <p>Principals will prepare instructional team reports after each PM cycle including all the appropriate data for review.</p> <p>At the monthly principal meeting they will present their report. If a problem is determined by the District Learning Team or the Principal, the team will work together to solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far. As well, Principals meet with their grade levels monthly to have data chats and discuss any needs or area of concern. Reading Coaches will utilize information from these meetings to provide specific classroom support in a systematic way. Quarterly, progress monitoring data is reviewed, and educational decisions and needs are discussed.</p> |
| <p><b>Grades 6-8</b></p>                                   | <p><b>District Level</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>School Level</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Data that will be collected and frequency of review</p> | <ul style="list-style-type: none"> <li>● I Ready-District/School/Grade Level- 3x a year</li> <li>● FAST-District/School/Grade Level- 3x a year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>● I Ready-District/School/Grade Level- 3x a year</li> <li>● FAST-District/School/Grade Level- 3x a year</li> <li>● Quarterly Grades</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Actions for continuous support and improvement      | <p>The District Learning Team meets at least once a month to discuss district data and establish individual school needs and/or district needs. A plan of action is now established and a course for follow-up and review determined. In the event a problem is determined within an individual school the District Learning Team will work with the school Principal to establish a plan to solve the problem and report back.</p> | <p>Principals will prepare instructional team reports including all the appropriate data for review. At the monthly instructional team meeting they will present their report. If a problem is determined by the District Learning Team or the Principal, the team will work together to solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far. As well, Principals meet with their grade levels monthly to have data chats and discuss any needs or area of concern. Quarterly, progress monitoring data is reviewed, and educational decisions and needs are discussed.</p> |
| <b>Grades 9-12</b>                                  | <b>District Level</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>School Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Data that will be collected and frequency of review | <ul style="list-style-type: none"> <li>● FAST-District/School/Grade Level- 3x a year</li> </ul>                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>● FAST-District/School/Grade Level- 3x a year</li> <li>● Quarterly Grades</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Actions for continuous support and improvement      | <p>The District Learning Team meets at least once a month to discuss district data and establish individual school needs and/or district needs. A plan of action is now established and a course for follow-up and review determined. In the event a problem is determined within an individual school the District Learning Team will work with the school Principal to establish a plan</p>                                       | <p>Principals will prepare instructional team reports including all the appropriate data for review. At the monthly instructional team meeting they will present their report. If a problem is determined by the District Learning Team or the Principal, the team will work together to solve the problem. The district will also require the school to report back once the problem has been corrected OR within a</p>                                                                                                                                                                                                                                                                          |

|  |                                       |                                                                                                                                                                                                                                                                          |
|--|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | to solve the problem and report back. | month to report on the progress made thus far. As well, Principals meet with their grade levels monthly to have data chats and discuss any needs or area of concern. Quarterly, progress monitoring data is reviewed, and educational decisions and needs are discussed. |
|--|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.**

Based on the District CERP Reflection Tool and a root-cause analysis of student performance data, the district has strategically revised PreK-5 instructional practices to improve literacy outcomes by restructuring staff roles to include enhanced ESOL and MTSS support and appointing an elementary coordinator to lead a District Learning Team. These organizational changes facilitate a clearly defined, multi-tiered system of support for teachers through targeted professional learning, instructional learning walks, and frequent feedback sessions aimed at monitoring instructional fidelity. To sustain the reading growth achieved in the previous year, the district will systematically employ the NEFEC SPOT data system and K-12 Lift data to conduct ongoing data chats, allowing educators to analyze student progress at every monitoring stage and set precise, data-driven achievement goals.

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

Principals are responsible for monitoring implementation of the district's K–12 Reading Plan through regular classroom observations, instructional walkthroughs, student achievement data reviews, and collaborative instructional meetings. Reading coaches conduct reading walkthroughs **weekly**, while principals conduct reading walkthroughs **at least biweekly**. These walkthroughs monitor the implementation of evidence-based literacy instruction, use of district-adopted instructional materials, student engagement, and instructional practices aligned with the district's literacy goals.

At the elementary schools, principals meet regularly with reading coaches to review instructional data, monitor model classroom implementation, discuss intervention effectiveness, and evaluate the work of the school's literacy leadership team. At schools without a reading coach, including the secondary schools, principals collaborate with instructional leaders, department chairs, literacy leadership team members, intervention personnel, and district curriculum staff, as appropriate, to review instructional practices, student progress, and areas requiring additional support.

District curriculum leaders, including the Director of Curriculum and Instruction and other appropriate district staff, regularly monitor implementation of the K–12 Reading Plan through school visits, classroom walkthroughs, data reviews, and meetings with school administrators. When monitoring identifies areas needing improvement, district staff work collaboratively with the principal to develop an action plan that identifies specific instructional supports, professional learning, and follow-up activities for identified teachers, departments, grade levels, or student groups. Progress is monitored through ongoing walkthroughs, coaching, data reviews, and administrative conferences to ensure continuous improvement and positive student outcomes.

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

Data/Instructional Teams (administration, reading coaches, and/or guidance) meet with teachers monthly to walk through the decision tree (the decision trees guide the discussions and movement within tiers) and evaluate individual student needs. (See 11c) At instructional team meetings quarterly, principals present their most recent data where problem solving conversations happen.

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

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

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

☒ Yes

☐ No

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

N/A

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

Summer Instructional Leadership Meetings and throughout the year through monthly instructional team meetings. (Principals were given Rule 6A-6.053(4), F.A.C. and asked to highlight ways they were meeting the expectation. Sticky notes were provided for areas of struggle, and they needed to create a plan for. Brainstorming and calendaring were ways they planned to meet all expectations.) Monthly MTSS meetings include a district support person, the reading coach, and the principal to allow for discussion of needs and ways to support.

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

A yearlong professional learning calendar has been created to clearly define district priorities and how the District Learning Team and Literacy Coaches will work together to support learning goals.

They created a vision statement which reads: Empowering every teacher through purposeful coaching, collaborative support, and continuous growth-fostering a culture where teachers thrive and students succeed. The goals for the district learning team and coaches are:

1. Launch district wide coaching program.
2. Increase teacher participation in coaching cycles.
3. Provide specific and ongoing professional learning.
4. Measure impact on coaching via student achievement data.
5. Build a Peer Coaching Network.

They will meet bi- monthly to review teachers being supported, evaluate data, and brainstorm solutions needed to meet challenges. There will be professional learning to support coaching and mentoring as needed based on learning walks and observation data.

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?

Principals will meet with coaches weekly to have data chats and do needs analysis.

Coaches will meet with the District Learning Team once a month to discuss needs and strategies and plan development. Meetings will include other district staff such as School Administrators, Assistant Superintendent, and Superintendent as necessary. Summer planning will include Literacy Coaches and the District Learning Team to analyze the classroom observation tools utilized last year through the practice profiles. Differentiated PD will be designed to support all teachers and their specific needs.

Much of the reading allocation is used for Reading Coaches at the elementary level. In addition to this, we have secured other funding sources to continue to support our efforts in providing high quality professional development based on need.

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

The District Learning Team and the Literacy Coaches will work to support teachers together using walkthrough tools and observation calibrations. They will observe classrooms looking to ensure teaching and student work is aligned to benchmarks and provide feedback to teachers through mentoring and support as needed. As these walkthroughs and support opportunities are recorded in a district walkthrough tool, and teacher data is evaluated, the team will then problem solve to create a feasible solution to any challenges. Coaches and/or Principals will report back to the District Learning Team as a plan of action is implemented, modified and/or a problem-solving action is necessary.

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

The district measures the effectiveness of literacy coaches through a combination of support tracking, teacher performance data, and school-wide progress toward literacy goals. The district learning team, in collaboration with the coaches, utilizes a walkthrough and support tool to document and monitor the type and frequency of support provided to teachers.

Coach effectiveness is evaluated based on the growth and performance of the teachers they support, particularly in relation to student achievement data. The needs of individual schools and their literacy goals are also taken into account. This evaluation process is ongoing and aligned with assessment windows, allowing for regular review and adjustment of coaching strategies to ensure they are meeting the needs of both teachers and students effectively. This data, overlaid with the walkthrough and support tracking tool data, will allow leadership to compare support and strengths of coaches.

### **4) Assessment, Curriculum and Reading Instruction**

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language

learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).

- **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
- **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
- **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The district's Strategic Plan aligns with Florida's Formula for Reading Success by focusing on the practice profiles such as explicit and systematic instruction, differentiation and scaffolding along with support for other high effect reading strategies such as teaching phonics, phonemic awareness, fluency, vocabulary and reading comprehension at every grade level as needed based on data. Evaluate the effectiveness of high yield student engagement strategies by analyzing student achievement data, teacher survey data, and student survey data. This includes students with disabilities and ELL students, with a focus on differentiating and scaffolding for all students to meet high level instructional expectations.

**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.**

- Initial and Ongoing Assessments: Star Early Literacy and District Created Pre-Kindergarten Skills Assessment are given three times a year to track students starting point and monitor students' progress throughout the year.
- Developmental Screenings: After reviewing initial and ongoing assessments students receive additional support during centers to help make learning gains and close the gap. After intervention if students continue to not make the learning gains, teachers identify students that may need a developmental (BDI-3 Battelle Developmental Inventory III), speech, language, occupational, or physical screening to determine if there is a disability or a delay. If a child does not pass any of the above screeners and needs further evaluation the coordinator of Pre-K and school counselor will work on the referral process for evaluation.
- Formative Assessments: Teacher observations are completed on a daily basis to determine student progress. Teachers teach, re-teach, and assess standards to determine mastery and drive instruction.
- State Early Learning Standards: Our Pre-Kindergarten instruction is taught using the Open World of Learning (OWL) curriculum and Second Step which both align with the developmental standards of early learning. These curriculums address the eight areas of

physical development, approaches to learning, language and literacy, mathematics thinking, scientific inquiry, social studies and creative expression through arts.

- Instruction: Teachers teach the daily lesson plans that align with the curriculums and skills needed to be successful. Each lesson plan is designed to ensure that every day students are receiving developmentally appropriate standards and skills so that they can leave Pre-k kindergarten ready.
- Professional Learning: Teachers attend Pre-K- Summer training, keep up with certifications, and review standards and skills to stay current with the best practices.
- Family Engagement: Our Pre-Kindergarten program encourages parents to play a vital role in their child's education. The program meets with parents three times a year to review assessment, skills, and the progress of their child. Parents are also invited to attend end of year celebrations and parties to participate in the social development of their child.

This plan is designed to create a supportive and enriching environment for PreK students, laying a strong foundation for their future learning and development. Through collaboration between our Pre-K coordinator and the District Learning Team, the VPK teachers will participate in training offered to our primary teachers throughout the school year. VPK teachers will meet with the MTSS Coordinator and with support from the Pre-K Coordinator, will write out an MTSS plan for each student based on the data.

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

Curriculum: OWL curriculum, Second Step, and Really Great Reading is implemented in our Pre-Kindergarten classrooms to ensure that every student is ready for kindergarten. Teachers also focus on Florida Early Learning Developmental Standards and create lessons that meet all 8 domain areas to ensure all VPK students are exposed and taught each standard before entering kindergarten. Learning Dynamics has been added as an additional resource to support student literacy and the school to home connection.

**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.](#)**

Intervention: Through class observations and Star Early Literacy and District designed assessments teachers and the coordinator will identify struggling students and create a plan on how to close the gap and provide additional support for these students. Teachers pull students for additional support during center time and small group instruction weekly.

**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 | <input checked="" type="checkbox"/> VPK<br><input checked="" type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1 | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 3 x Year |
| FAST Star Reading        | <input checked="" type="checkbox"/> Grade 1<br><input checked="" type="checkbox"/> Grade 2                                            | <input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 3 x Year |
| FAST ELA Reading         | <input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4                                            | <input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress                                                             | <input checked="" type="checkbox"/> 3 x Year |

| FAST                   |                                             |                                        |                                                             |                                  |
|------------------------|---------------------------------------------|----------------------------------------|-------------------------------------------------------------|----------------------------------|
| Name of the Assessment | Target Audience                             | What component of reading is assessed? | Assessment Type                                             | How often is the data collected? |
|                        | <input checked="" type="checkbox"/> Grade 5 |                                        | Monitoring<br><input checked="" type="checkbox"/> Summative |                                  |

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?              |
| iReady Reading Diagnostic  | <input checked="" type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1<br><input checked="" type="checkbox"/> Grade 2<br><input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4<br><input checked="" type="checkbox"/> Grade 5                         | <input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                                      | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 3 x Year  |
| Phonics for Reading        | <input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4<br><input checked="" type="checkbox"/> Grade 5                                                                                                                                                                      | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> As Needed |
| Core Phonics Survey        | <input checked="" type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1<br><input checked="" type="checkbox"/> Grade 2<br><input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4 - as needed<br><input checked="" type="checkbox"/> Grade 5 - as needed | <input checked="" type="checkbox"/> Phonics                                                                                                                                                                                                                           | <input checked="" type="checkbox"/> Screening                                                                                                                                                               | <input checked="" type="checkbox"/> 3 x Year  |
| Oral Reading Fluency (ORF) | <input checked="" type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1<br><input checked="" type="checkbox"/> Grade 2<br><input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4<br><input checked="" type="checkbox"/> Grade 5                         | <input checked="" type="checkbox"/> Fluency                                                                                                                                                                                                                           | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring                                                                                                    | <input checked="" type="checkbox"/> 3 x Year  |
| ACCESS for ELLs            | Active ELL Students in all grades                                                                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                                                                                              | <input checked="" type="checkbox"/> Summative                                                                                                                                                               | <input checked="" type="checkbox"/> Annually  |

## 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 (10<sup>th</sup>) 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 (20<sup>th</sup>) 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.

In grades K-2, FAST data will be used to determine Tiers 2 and 3, beginning with data from the prior year's PM3. In addition to STAR data, identification is based on data from universal screeners, diagnostic assessments, and classroom performance. Any student scoring below a 70% consistently in classwork will also be considered for additional supports. The district learning team, which includes the Principal, Reading Coach, School Counselor, Elementary Coordinator, and teacher will meet monthly to discuss data.

#### Criteria for Tier 2 Interventions

Grades K-2:

- Level 2 on PM 3 last year
- Score below 20% on PM1 FAST in current year and classroom performance is consistently below 70%.

Grades 3-5:

- Level 2 on PM 3 last year
- Classroom performance consistently below 70% and concerns based on potential percentile rankings below 40%.

#### Criteria for Tier 3 Interventions

##### Grades K-2:

- Level 1 on PM 3 last year
- Score below 10% on PM1 FAST in current year and classroom performance is consistently below 60%.

##### Grades 3-5:

- Level 1 on PM 3 last year
- Classroom performance is consistently below 60% and concerns based on potential percentile rankings below 20%.

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

FAST Data will be used to determine Tiers 2 and 3, beginning with data from the prior year's PM3. In addition to FAST data, identification is based on data from iReady, diagnostic assessments, and classroom performance. Any student scoring below a 70% consistently in classwork will also be considered for additional support. The district learning team, which includes the Principal, Reading Coach, School Counselor, Elementary Coordinator, and teacher will meet monthly to discuss data.

#### Tier 2

##### Grades 3-5:

- Level 2 on PM 3 last year
- Classroom performance consistently below 70% and concerns based on potential percentile rankings below 40%.

#### Tier 3

##### Grades 3-5:

- Level 1 on PM 3 last year
- Classroom performance is consistently below 60% and concerns based on potential percentile rankings below 20%.

### **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.**

**Step 1: Universal Screening** All students are screened using a universal screener (I Ready) for reading, which is administered 3 times a year. This screener helps identify students who may be at risk for reading difficulties, including dyslexia.

Step 2: Dyslexia-Specific Diagnostic Screening Students who are identified on the universal screener as needing further evaluation are then given the IReady Dyslexia and literacy tasks assessment. These assessments help to identify specific intervention needs.

Step 3: Tiered Interventions

Tier 1: General classroom instruction in reading and language arts.

Tier 2: Targeted small group instruction for students identified as at risk.

Tier 3: Intensive, individualized intervention provided to students who have been identified as having characteristics of dyslexia. This includes more frequent and specialized instruction tailored to each student's needs.

For Tier 3 interventions, students receive highly focused support that include:

- Multisensory structured language education
- Individualized or small group instruction
- Use of research-based programs specifically designed for students with dyslexia
- Frequent progress monitoring to adjust interventions as needed.

It's important to note that while we can identify characteristics of dyslexia and provide interventions, a formal diagnosis of dyslexia is typically made by a qualified healthcare professional outside of the school setting.

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

Literacy Coaches/MTSS Coordinator will clarify for each teacher who their students are prior to school beginning and meet with them to determine the best intervention. There will be monthly meetings to assess the effectiveness of those interventions and parents will be notified of progress and changes to interventions. Quarterly, data from interventions and classroom work will be assessed with school counselors, coaches, and teachers. Additional screenings and future steps will be discussed. Parents will again be notified.

Students identified as having a significant reading deficiency, categorized as "Tier 2 or 3" and/or potentially exhibiting dyslexia-like characteristics, receive additional progress monitoring through the "Reading Horizons" intervention curriculum. These assessments are conducted regularly throughout the school year, as outlined in the reading intervention progress monitoring calendar. Additionally, these students participate in i-Ready Growth Monitoring assessments between the three annual i-Ready Diagnostic assessments.

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

The effectiveness of Tier 1 instruction is monitored through a multi-faceted approach to ensure all students receive high-quality, standards-aligned instruction. Student performance data from district

assessments, progress monitoring, classroom assessments, walkthrough observations, and state assessment results are reviewed collaboratively by teachers, instructional coaches, administrators, and district leaders.

When student progress is insufficient, the team engages in a structured problem-solving process to identify potential root causes, including instructional practices, curriculum implementation, student engagement, attendance, and intervention needs.

Instructional adjustments are determined based on the identified needs and may include additional teacher support, targeted professional learning, increased instructional modeling, enhanced collaborative planning, curriculum pacing adjustments, and differentiated instructional strategies.

Action steps are documented and monitored through Professional Learning Community (PLC) meetings, school leadership meetings, and monthly district reviews.

Follow-up data are reviewed to evaluate the effectiveness of the adjustments. If student outcomes do not improve, additional support and interventions are implemented, and the problem-solving cycle is repeated to ensure continuous improvement of Tier 1 instruction.

a.

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

The effectiveness of Tier 2 instruction is monitored through intentional review processes and data-driven decision-making to ensure targeted interventions meet student needs. The following practices are in place:

- Monthly MTSS meetings
  - A. Attended by literacy coaches, counselors and intervention teachers.
  - B. Focused on reviewing progress of targeted students, classrooms, or grade levels
  - C. Includes follow up on Tier 2 actions and analysis of persistent challenges
- Targeted Data Reviews
  - A. Discussions with teachers
- Instructional coaches' assignments
  - A. Work more intensively with specific teachers
  - B. Includes modeling lessons, co-planning and providing feedback cycles.
- Review of Intervention Logs and Lesson Plans
  - A. Reading coaches and/or administrators regularly review Tier 2 intervention logs and lesson plans. This review helps determine instructional effectiveness, ensure alignment with core curriculum, and assess the fidelity of implementation.
- Classroom Walkthroughs During Intervention Blocks
  - A. Reading coaches and administrators conduct focused classroom walkthroughs during intervention time to gather evidence of instructional practices and student

engagement. These observations help determine whether students are responding to the targeted instruction as intended.

- **Analysis of Student Progress Data**

- A. Student performance data is routinely reviewed to assess whether students receiving Tier 2 support are making adequate progress toward grade-level proficiency. This data informs adjustments to instruction, grouping, and intensity of interventions as needed.

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

The effectiveness of Tier 3 instruction is closely monitored through an ongoing problem-solving process designed to ensure intensive interventions are responsive to student needs, implemented with fidelity, and aligned with core instruction. The following measures are implemented:

**1. Problem Identification**

- o Student performance data, including screening results, progress monitoring data, diagnostic assessments, attendance, behavior, and classroom performance, are reviewed regularly to identify students who are not making adequate progress despite Tier 1 and Tier 2 supports.
- o Data reviews occur through school-based MTSS/problem-solving teams and collaborative meetings with teachers, interventionists, literacy coaches, administrators, and district staff.

**2. Problem Analysis**

- o Teams analyze data to determine possible root causes of the student's lack of progress.
- o Factors considered may include instructional gaps, intervention fidelity, attendance patterns, behavior concerns, language acquisition needs, and skill deficits identified through diagnostic assessments.
- o Classroom observations, walkthrough data, and intervention implementation records are reviewed to determine whether interventions are being delivered as intended.

**3. Intervention Planning and Implementation**

- o Based on the analysis, teams develop or revise individualized intervention plans that specify targeted skill deficits, intervention strategies, frequency and duration of services, progress-monitoring measures, and personnel responsible for implementation.

- o Intensive coaching support may include co-teaching, lesson planning, modeling, and real-time feedback to strengthen intervention delivery and instructional practices.

#### 4. Bi-Weekly Monitoring and Support Check-Ins

- o Conducted by school administrators, literacy coaches, school counselors, district learning team members, and/or the Assistant Superintendent.
- o Focused on student progress, implementation fidelity, urgent concerns, progress toward Tier Action Plans, and determining immediate next steps.

#### 5. High-Frequency Data Collection

- o Scheduled weekly walkthroughs using calibrated observation tools.
- o Frequent progress monitoring of student outcomes, including academic performance, fluency, behavior, and attendance data.
- o Data trends are reviewed to determine whether interventions are producing the desired rate of improvement.

#### 6. Evaluation and Instructional Adjustment

- o Student response-to-intervention data are reviewed at established intervals to evaluate the effectiveness of the intervention plan.
- o When progress is insufficient, teams determine next steps using the problem-solving process, which may include increasing intervention intensity, adjusting instructional strategies, changing intervention programs, providing additional staff support, or revising progress-monitoring goals.
- o The intervention plan is continuously refined based on student outcomes, and the cycle of identification, analysis, planning, implementation, and evaluation is repeated until adequate progress is achieved.

This process ensures that Tier 3 interventions are data-driven, individualized, and continuously adjusted to maximize student success.

### 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:**

- Grades K-2- 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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <p>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.</p> <ul style="list-style-type: none"> <li>Grades 3-5 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.</li> </ul>                                                                                                                                                          |                                 |
| <p><b>List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.</b><br/>80% of students score at or above grade level on progress monitoring. Classroom average is 70% or better.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |
| <p><b>Core Instruction</b><br/>Indicate the core instructional materials utilized. Add additional rows as needed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Year of Program Adoption</b> |
| Wonders - McGraw Hill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2026                            |
| iReady Foundations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2026                            |
| <p><b>Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b><br/><b>Criteria for Tier 2 Interventions</b><br/>Grades K-2:</p> <ul style="list-style-type: none"> <li>Level 2 on PM 3 last year</li> <li>Score below 20% on PM1 FAST in current year and/or</li> <li>Classroom performance is consistently below 70%.</li> </ul> <p>Grades 3-5:</p> <ul style="list-style-type: none"> <li>Level 2 on PM 3 last year</li> <li>Classroom performance consistently is below 70% and/or</li> <li>Concerns based on potential percentile rankings below 40%.</li> </ul> <p>Then the child would be referred to the child study team for consideration of Tier 2 interventions in addition to Tier 1</p> |                                 |
| <p align="center"><b>Tier 1 Instruction + Tier 2 Interventions</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |
| <p><b>Beginning of Year Data</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |
| <p><b>Students who meet the following criteria at the beginning of the school year:</b><br/>(Enter assessment criteria that will be used.)</p> <ul style="list-style-type: none"> <li>K-2 students score a Level 2 on PM3 of the previous year <u>or</u> if FAST assessment data is not available, PM 1 data will be used and any student who scores on or below the 30<sup>th</sup> percentile (using K-12 Lift data) will be considered for Tier 2 Interventions</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>students are consistently performing below a 70% on classroom assessments/data</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>iReady below the 10th percentile</li> </ul>                                                             |                                 |
| <p><b>Number of times per week interventions are provided:</b> 2 times per week</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 |

| Number of minutes per intervention session: 20 minutes                                                                                                                                                                                                                           |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Supplemental Instruction/Interventions</b><br><b>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.</b> |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Name of Program                                                                                                                                                                                                                                                                  | ESSA Evidence Level                                                         | Verbiage (as needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Magnetic Foundations (K-2)                                                                                                                                                                                                                                                       | Moderate                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| (2-5) Phonics for Reading                                                                                                                                                                                                                                                        |                                                                             | <p>Reading for Phonics does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Reading for Understanding in Kindergarten through Third Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting monthly data chats and observational walkthroughs, including an initial professional learning session (provided by the publisher). Reading coaches will provide additional program training at school sites.</p> |
| UFLI Foundations                                                                                                                                                                                                                                                                 | Not identified as meeting strong, moderate or promising levels of evidence. | <p>UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendations, awareness of the segments of sounds in speech and how they link to letters (strong evidence) and teach students to decode words, analyze word parts, and write and recognize words (strong evidence). These</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   |  | <p>recommendations were built into the program through daily phoneme blending and segmentation practice as well as grapheme-phoneme correspondences. The program also meets the recommendation through the blending drills, sound-spelling pattern work, reading and spelling decodable words in isolation and in connected texts. Students also work on irregular words/high-frequency words in isolation and in connected texts. Second grade students work with more complex words that include several prefixes and suffixes. The district will support and monitor implementation of this program through classroom walkthroughs and coaching sessions, including professional learning for new and experienced teachers during pre planning and targeted sessions based on walkthroughs as needed throughout the school year.</p>                                                                                                                                                                     |
| Horizons Reading Horizons/Elevate |  | <p>Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:</p> <p>Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> (WWC, 2016)</p> <ul style="list-style-type: none"> <li>• Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — Minimal evidence</li> <li>• Develop awareness of the segments of sounds in speech and how they link to letters — Strong evidence</li> <li>• Teach students to decode words, analyze word parts, and write and recognize words — Strong evidence</li> <li>• Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension — Moderate evidence</li> </ul> <p>Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i> (WWC, 2022)</p> |

|                                 |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                             | <ul style="list-style-type: none"> <li>• Build students' decoding skills so they can read complex multisyllabic words — Strong evidence</li> <li>• Provide purposeful fluency-building activities to help students read effortlessly — Strong evidence</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of the text — Strong evidence</li> <li>• Provide students with opportunities to practice making sense of stretch text — Moderate evidence</li> </ul> <p>These recommendations were built into the program by embedding explicit phonemic awareness and phonics instruction to develop sound-symbol correspondence and decoding skills, systematic word analysis routines that extend into multisyllabic decoding, fluency-building through repeated readings of connected text, scaffolded vocabulary and comprehension instruction, and structured opportunities for students to engage with increasingly complex texts with teacher support.</p> <p>The district will support and monitor implementation of this program by providing professional learning on the Reading Horizons Elevate intervention model, including decoding, fluency, vocabulary, and comprehension routines; offering coaching cycles and PLCs to refine practice; and monitoring implementation through fidelity checks and progress-monitoring data reviews to ensure alignment with WWC recommendations.</p> |
| iReady Personalized Instruction | Moderate                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Magnetic Reading                | Identified by Evidence for ESSA as Moderate |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| iReady                          |                                             | I-Ready does not meet strong, moderate or promising levels of evidence; however, the following WWC Guide Recommendation(s) support the program: Foundational Skills to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                   |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   |                            | <p>Support Reading for Understanding in kindergarten Through 3rd Grade,</p> <ul style="list-style-type: none"> <li>● Recommendations number 2- Develop awareness of the segments of speech and how they link to letters. This recommendation has strong or tier 1 evidence.</li> <li>● Recommendation number 3- Teach students to decode words, analyze word parts, and write and recognize words.</li> </ul> <p>These recommendation(s) were built into the program by research-based best practices. There are three levels of content that can be used to improve students' decoding skills—students may use one, two, or all three levels. Each level features consistent teaching routines, repeated practice, and immediate corrective feedback. Phonics for Reading also supports students with dyslexia, as well as other students who are not showing typical progress in decoding. It can also support English Learners who enter school at different ages and with varying experiences in their primary language as well as in English.</p> <p>The district will support and monitor implementation of this program by monitoring monthly data through MTSS and instructional team meeting, the course using this program and all teachers providing tier 3 interventions using this program are reading certified or endorsed. Model teachers have been identified and received intense training in order to be key leaders in the support and implementation of the program. They will continue to provide professional development and serve as a support via weekly team Huddles and professional learning during grade level/content planning. The reading coach also provides support and professional learning biweekly.</p> |
| <b>Students with Disabilities</b> |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Name of Program</b>            | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p><b>TeachTown</b></p> |  | <p>TeachTown does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022)</p> <ul style="list-style-type: none"> <li>• Recommendation 1 (Strong Evidence): Build students’ decoding skills so they can read complex multisyllabic words.</li> <li>• Recommendation 2 (Strong Evidence): Provide purposeful fluency-building activities to help students read grade-appropriate text with accuracy, automaticity, and prosody.</li> <li>• Recommendation 3 (Strong Evidence): Provide purposeful opportunities for students to read and comprehend grade-level text and engage in practices that build comprehension strategies.</li> <li>• Recommendation 4 (Moderate Evidence): Provide opportunities for students to practice with challenging texts, supported by appropriate scaffolding (“stretch texts”).</li> </ul> <p>These recommendations were built into the program by embedding systematic, explicit instruction, task-analytic sequencing of skills, comprehension routines, fluency-building practice, and structured opportunities for vocabulary and discussion. TeachTown’s secondary modules also integrate reinforcement, modeling, and scaffolding that align with ABA-based strategies and WWC guidance for struggling readers. The district will support and monitor implementation of this program by providing ongoing coaching and fidelity checks, embedding progress monitoring aligned to FAST and other diagnostic measures, and integrating TeachTown data reports into MTSS</p> |
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|                                  |                                                                             | decision-making. This will include professional learning opportunities focused on explicit vocabulary instruction, comprehension strategy routines, and structured use of TeachTown modules in Tier 2 and Tier 3 settings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>English Language Learners</b> |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Name of Program</b>           | <b>ESSA Evidence Level</b>                                                  | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Summit K12</b>                | Not identified as meeting strong, moderate, or promising levels of evidence | <p>Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics lessons. The intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).</p> <p>The district will support and monitor implementation of this program by embedding Summit K12 within the ESOL/ELL instructional framework, monitoring student progress through program data reports, and ensuring fidelity through walkthroughs and coaching cycles. This will include professional learning opportunities focused on using program reports to guide instruction, scaffolding academic conversations, and strategies for reinforcing content-specific vocabulary in daily lessons.</p> |

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| <p><b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.</b></p> <p>All reading intervention provided to students in tier 2 and tier 3 instruction are required to have multi-sensory components built into the intervention. This could be in the form of manipulation of letters and words, Elkonin boxes, writing using dry erase boards, auditory responses, magnetic letters, and manipulatives to put together and break apart words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                   |                                                                                                                                                           |
| <p><b>Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p>Administrators will share and analyze their walkthrough/observation data at the school level and also at the district level. This process will help to identify problems. The school and district level instructional teams will help to solve problems to improve effectiveness. This includes assigning administrators or reading coaches to assist teachers in need of instructional improvement. If;</p> <ul style="list-style-type: none"> <li>• a student has less than 70% accuracy on intervention progress monitoring data</li> <li>• a student scores more than one grade below level (red)</li> <li>• student score level 1.</li> <li>• student is in danger of retention</li> </ul> <p>then the child would be referred to the child study team for consideration of Tier 3 interventions in addition to Tier 1 and Tier 2.</p> |                                   |                                                                                                                                                           |
| <p align="center"><b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                   |                                                                                                                                                           |
| <p><b>Beginning of Year Data</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   |                                                                                                                                                           |
| <p><b>Students who meet the following criteria at the beginning of the school year:</b><br/>(Enter assessment criteria that will be used.)</p> <ul style="list-style-type: none"> <li>• Student scores Level 1 of previous year's PM 3 FAST or if FAST data is not available, PM 1 score of 20 percentile ranking, using K-12 Lift data, for the current year.</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>• Classroom performance of 60% or less.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                   |                                                                                                                                                           |
| <p><b>Number of times per week interventions are provided:</b> 3 times</p> <p><b>Number of minutes per intervention session:</b> 20 minutes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                   |                                                                                                                                                           |
| <p><b>Intensive, Individualized Instruction/Interventions</b><br/>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                   |                                                                                                                                                           |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>ESSA Evidence Level</b>        | <b>Verbiage (as needed)</b>                                                                                                                               |
| Magnetic Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                   | See Tier 2 for Verbiage.                                                                                                                                  |
| Phonics for Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                   | See verbiage in Elementary Tier 2                                                                                                                         |
| UFLI Foundations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Not identified as meeting strong, | UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the |

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|                                   | moderate or promising levels of evidence. | <p>program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendations, awareness of the segments of sounds in speech and how they link to letters (strong evidence) and teach students to decode words, analyze word parts, and write and recognize words (strong evidence). These recommendations were built into the program through daily phoneme blending and segmentation practice as well as grapheme-phoneme correspondences. The program also meets the recommendation through the blending drills, sound-spelling pattern work, reading and spelling decodable words in isolation and in connected texts. Students also work on irregular words/high-frequency words in isolation and in connected texts. Second grade students work with more complex words that include several prefixes and suffixes. The district will support and monitor implementation of this program through classroom walkthroughs and coaching sessions, including professional learning for new and experienced teachers during pre planning and targeted sessions based on walkthroughs as needed throughout the school year.</p> |
| Horizons Reading Horizons/Elevate |                                           | <p>Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:</p> <p>Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> (WWC, 2016)</p> <ul style="list-style-type: none"> <li>• Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — Minimal evidence</li> <li>• Develop awareness of the segments of sounds in speech and how they link to letters — Strong evidence</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|  |  | <ul style="list-style-type: none"> <li>• Teach students to decode words, analyze word parts, and write and recognize words — Strong evidence</li> <li>• Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension — Moderate evidence</li> </ul> <p>Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i> (WWC, 2022)</p> <ul style="list-style-type: none"> <li>• Build students’ decoding skills so they can read complex multisyllabic words — Strong evidence</li> <li>• Provide purposeful fluency-building activities to help students read effortlessly — Strong evidence</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of the text — Strong evidence</li> <li>• Provide students with opportunities to practice making sense of stretch text — Moderate evidence</li> </ul> <p>These recommendations were built into the program by embedding explicit phonemic awareness and phonics instruction to develop sound-symbol correspondence and decoding skills, systematic word analysis routines that extend into multisyllabic decoding, fluency-building through repeated readings of connected text, scaffolded vocabulary and comprehension instruction, and structured opportunities for students to engage with increasingly complex texts with teacher support.</p> <p>The district will support and monitor implementation of this program by providing professional learning on the Reading Horizons Elevate intervention model, including decoding, fluency, vocabulary, and comprehension routines; offering coaching cycles and PLCs to refine practice; and monitoring implementation through fidelity checks and progress-monitoring data reviews to ensure alignment with WWC recommendations.</p> |
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| <b>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.</b> |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                        |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Name of Program</b>                                                                                                                                                                                                                                                   | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| TeachTown                                                                                                                                                                                                                                                                |                            | <p>TeachTown does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022)</p> <ul style="list-style-type: none"> <li>• Recommendation 1 (Strong Evidence): Build students’ decoding skills so they can read complex multisyllabic words.</li> <li>• Recommendation 2 (Strong Evidence): Provide purposeful fluency-building activities to help students read grade-appropriate text with accuracy, automaticity, and prosody.</li> <li>• Recommendation 3 (Strong Evidence): Provide purposeful opportunities for students to read and comprehend grade-level text and engage in practices that build comprehension strategies.</li> <li>• Recommendation 4 (Moderate Evidence): Provide opportunities for students to practice with challenging texts, supported by appropriate scaffolding (“stretch texts”).</li> </ul> <p>These recommendations were built into the program by embedding systematic, explicit instruction, task-analytic sequencing of skills, comprehension routines, fluency-building practice, and structured opportunities for vocabulary and discussion. TeachTown’s secondary modules also integrate reinforcement, modeling, and scaffolding that align with ABA-based strategies and WWC guidance for struggling readers.</p> |

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|                                  |                                                                             | The district will support and monitor implementation of this program by providing ongoing coaching and fidelity checks, embedding progress monitoring aligned to FAST and other diagnostic measures, and integrating TeachTown data reports into MTSS decision-making. This will include professional learning opportunities focused on explicit vocabulary instruction, comprehension strategy routines, and structured use of TeachTown modules in Tier 2 and Tier 3 settings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>English Language Learners</b> |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Name of Program</b>           | <b>ESSA Evidence Level</b>                                                  | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Summit K12</b>                | Not identified as meeting strong, moderate, or promising levels of evidence | <p>Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics lessons. The intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).</p> <p>The district will support and monitor implementation of this program by embedding Summit K12 within the ESOL/ELL instructional framework, monitoring student progress through program data reports, and ensuring fidelity through walkthroughs and coaching cycles. This will include professional learning opportunities</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | focused on using program reports to guide instruction, scaffolding academic conversations, and strategies for reinforcing content-specific vocabulary in daily lessons. |
| <p><b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.</b></p> <p>All reading intervention provided to students in tier 2 and tier 3 instruction are required to have multi-sensory components built into the intervention. This could be in the form of manipulation of letters and words, Elkonin boxes, writing using dry erase boards, auditory responses, magnetic letters, and manipulatives to put together and break apart words.</p> |  |                                                                                                                                                                         |

**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                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Schedule:</b> Students attended Summer Reading Camp June 4-29<sup>th</sup>, four days per week from 8:00 a.m. to 2:00 p.m., receiving approximately 360 instructional minutes per day for a total of 1,440 instructional minutes per week. The daily schedule included dedicated literacy instruction focused on foundational reading skills, fluency, vocabulary, comprehension, and writing</p> |
| <p><b>Evidence-Based Instructional Materials to be used, as defined in <a href="#">20 U.S.C. s. 7801(21)(A)(i)</a>:</b><br/>iReady Toolbox, Phonics for Reading, Magnetic -iReady, Scaffolded Lessons-iReady</p>                                                                                                                                                                                        |
| <p><b>Alternative Assessment Used:</b> iReady, SAT10</p>                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Additional Information (optional):</b></p>                                                                                                                                                                                                                                                                                                                                                        |

**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                                               |
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| <p><b>Will the district implement this option?</b> No</p>                                     |
| <p><b>If yes, please describe the grade level(s) that will be invited to participate.</b></p> |

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| <b>Grades 6-8</b> |
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## 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<br>ELA Reading    | <input checked="" type="checkbox"/> Grade 6<br><input checked="" type="checkbox"/> Grade 7<br><input checked="" type="checkbox"/> Grade 8 | <input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 3 x Year |

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

| Additional Assessment(s) |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                              |
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| 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?                                                                                                                                                                                                                                                                             |
| Phonics for Reading      | <input checked="" type="checkbox"/> Grade 6<br><input checked="" type="checkbox"/> Grade 7<br><input checked="" type="checkbox"/> Grade 8<br><input type="checkbox"/> All Students<br><input type="checkbox"/> Select Students | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic<br><input checked="" type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| iReady                   | <input checked="" type="checkbox"/> Grade 6<br><input checked="" type="checkbox"/> Grade 7<br><input checked="" type="checkbox"/> Grade 8<br><input type="checkbox"/> All Students<br><input type="checkbox"/> Select Student  | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                  | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input type="checkbox"/> As Needed<br><input type="checkbox"/> Other |

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

In summer guidance, coaches and administration evaluate each student's previous year's MTSS data within the MTSS data sheets to determine the appropriate MTSS placement for the upcoming school year. Student scores below a level 3. Student has low growth AND low performance. In **addition to FAST**, all students in reading intervention courses take the **iReady diagnostic** at the beginning of the year. Students scoring **below the 10th percentile** on iReady are flagged as at-risk and used as supporting data in triangulation to ensure FAST is **not the sole indicator** of need.

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

For grades 6-8, the effectiveness of Tier 1 instruction is monitored through classroom walkthroughs and observations conducted by district leadership, including the Director of Curriculum and Learning,

Assistant Superintendent, District Learning Team, principals, and assistant principals. These observations focus on instructional practices, student engagement, standards alignment, and overall student performance data to identify areas of strength and need. Schools implement individualized School Improvement Plans (SIPs) with specific, measurable goals, timelines, and non-negotiable instructional practices designed to improve student outcomes. Bi-weekly learning walks and ongoing data collection provide additional information about instructional effectiveness, while monthly district accountability reviews with school leaders monitor progress toward school and district goals. Professional learning is embedded through collaborative planning by grade level and content area, instructional modeling, and feedback based on classroom observations. Leadership capacity is strengthened through targeted professional learning focused on instructional leadership, data analysis, and continuous improvement.

Student achievement data, progress-monitoring results, classroom assessments, and observational evidence are reviewed regularly by teachers, principals, assistant principals, and district leaders to determine the effectiveness of Tier 1 instruction. When student progress is insufficient, school leadership teams use a structured problem-solving process to identify potential root causes, such as instructional gaps, curriculum implementation concerns, student engagement issues, or attendance patterns. Based on the analysis, school leaders work with teachers to determine next steps, which may include adjusting instructional strategies, increasing differentiation, providing additional teacher support, revising pacing, or delivering targeted professional learning. These action steps are monitored through collaborative planning sessions, leadership meetings, walkthroughs, and district accountability reviews. Follow-up data are analyzed to evaluate the impact of the adjustments, and the problem-solving process is repeated as needed to ensure continuous improvement in Tier 1 instruction and student achievement.

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

1. Monthly MTSS meetings
  - a. Attended by literacy coaches, counselors and intervention teachers.
  - b. Focused on reviewing progress of targeted students, classrooms, or grade levels
  - c. Includes follow up on Tier 2 actions and analysis of persistent challenges
2. Targeted Data Reviews
  - a. Discussions with teachers
3. Instructional coaches' assignments
  - a. Work more intensively with specific teachers
  - b. Includes modeling lessons, co-planning and providing feedback cycles.
4. Review of Intervention Logs and Lesson Plans
  - a. Reading coaches and/or administrators regularly review Tier 2 intervention logs and lesson plans. This review helps determine instructional effectiveness, ensure alignment with core curriculum, and assess the fidelity of implementation.
5. Classroom Walkthroughs During Intervention Blocks
  - a. Reading coaches and administrators conduct focused classroom walkthroughs during intervention time to gather evidence of instructional practices and student engagement. These observations help determine whether students are responding to the targeted instruction as intended.
6. Analysis of Student Progress Data

- a. Student performance data is routinely reviewed to assess whether students receiving Tier 2 support are making adequate progress toward grade-level proficiency. This data informs adjustments to instruction, grouping, and intensity of interventions as needed.

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

For grades 6-8, the effectiveness of Tier 3 interventions is monitored through a structured problem-solving process that includes problem identification, analysis, intervention planning, implementation, and evaluation. School administrators, school counselors, district learning team members, and the Assistant Superintendent conduct bi-weekly monitoring and support check-ins to review student progress, address urgent concerns, monitor Tier Action Plans, and determine immediate next steps. Student performance data, including progress-monitoring results, classroom assessments, attendance, behavior, and intervention outcomes, are reviewed regularly to identify students who are not responding adequately to interventions.

Once concerns are identified, school and district teams analyze multiple sources of data to determine the root causes of insufficient progress. This analysis includes reviewing diagnostic assessment results, intervention fidelity, instructional practices, attendance patterns, and other factors that may be affecting student performance. Based on the findings, individualized intervention plans are developed or revised to address identified skill deficits. Plans may include adjustments to intervention frequency, duration, instructional strategies, grouping, or additional supports needed to accelerate student growth.

High-frequency data collection supports this process through scheduled weekly walkthroughs using calibrated observation tools and frequent progress monitoring of academic, behavioral, and attendance data. School administrators and district staff provide instructional support through co-planning, lesson modeling, co-teaching opportunities, and real-time feedback to ensure interventions are implemented with fidelity and aligned to student needs.

The effectiveness of interventions is evaluated through ongoing review of student response-to-intervention data. When students do not demonstrate adequate progress, teams use the problem-solving process to determine next steps, which may include increasing intervention intensity, modifying instructional strategies, adjusting group size, providing additional teacher support, or revising intervention goals. Follow-up data reviews are conducted regularly to assess the impact of these changes, and the cycle of problem identification, analysis, planning, implementation, and evaluation continues until students demonstrate sufficient progress toward grade-level expectations.

| <b>Grades 6-8 Decision Tree</b>                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tier 1 (Core) Only</b>                                                                                                                                                                                                                                                |
| <b>Beginning of Year Data</b>                                                                                                                                                                                                                                            |
| <b>Students must meet the following criteria at the beginning of the school year:</b><br>Score above the 30th percentile rank on the FAST Reading Progress Monitoring and/or demonstrate proficiency on grade level benchmarks (70% or higher) based on previous grades. |
| <b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b>                                                                                                                                                                        |

- FAST ELA: score a level 3 or above on PM 3
- And/or FAST ELA Level 2 and/or above 50% percentile on projections PM 1 current year
- And/or score consistently above 70% average on classroom assessments in reading

#### Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

#### Name of Program

McGraw Hill-Study Sync

#### Year of Program Adoption

2021-2022

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores a level 2 on PM3 prior year.
- And/or current year PM1 and PM 2 Student has less than a years projected growth by looking at the K-12 Lift reports and percentile rankings AND low performance (Level 2).
- And/or consistently scores below 70% on classroom assessments.

### Tier 1 Instruction + Tier 2 Interventions

#### Beginning of Year Data

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

- Level 2 on FAST ELAPM 3 prior year.
- And/or FAST ELA PM1 at 30<sup>th</sup> percentile or below.
- And/or consistently scores below 70% on classroom assessments.

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

Number of minutes per intervention session: 30 minutes

Course(s) where interventions take place: Students meeting criteria for Tier 2 interventions will be enrolled in M/J Intensive Reading 1,2, or 3.

#### Supplemental Instruction/Interventions

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

#### Name of Program

iReady

#### ESSA Evidence Level

#### Verbiage (as needed)

i-Ready Intervention Program does not meet strong, moderate, or promising levels of evidence as a stand-alone “program” under WWC criteria; however, the following WWC Practice Guide Recommendation(s) support the program:  
Practice Guide: *Providing Reading Interventions for Students in Grades 4–9* (WWC, 2022)

- Build students’ decoding skills so they can read complex multisyllabic words — Strong evidence

|                                                                                                                                                                                                                                                                          |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                          |                            | <ul style="list-style-type: none"> <li>• Provide purposeful fluency-building activities to help students read effortlessly — Strong evidence</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of the text — Strong evidence</li> <li>• Provide students with opportunities to practice making sense of stretch text — Strong evidence</li> </ul> <p>These recommendations were built into the program by embedding systematic, data-driven lessons that target multisyllabic decoding and word analysis, incorporating fluency practice through repeated reading and modeling, building comprehension through scaffolded strategy instruction, and providing opportunities for students to engage with increasingly complex stretch texts with teacher support.</p> <p>The district will support and monitor implementation of this program by offering professional learning on i-Ready's intervention routines, including decoding, fluency, comprehension, and vocabulary strategies; facilitating coaching cycles and PLCs for teachers to refine practice; monitoring implementation through fidelity checks aligned to WWC recommendations; and reviewing progress-monitoring data at regular intervals to guide instructional adjustments.</p> |
| Phonics for Reading                                                                                                                                                                                                                                                      |                            | See verbiage in Elementary Tier 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>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.</b> |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                        |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Name of Program</b>                                                                                                                                                                                                                                                   | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| TeachTown                                                                                                                                                                                                                                                                |                            | <p>TeachTown does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <ul style="list-style-type: none"> <li>• Recommendation 1 (Strong Evidence): Build students' decoding skills so they can read complex multisyllabic words.</li> <li>• Recommendation 2 (Strong Evidence): Provide purposeful fluency-building activities to help students read grade-appropriate text with accuracy, automaticity, and prosody.</li> <li>• Recommendation 3 (Strong Evidence): Provide purposeful opportunities for students to read and comprehend grade-level text and engage in practices that build comprehension strategies.</li> <li>• Recommendation 4 (Moderate Evidence): Provide opportunities for students to practice with challenging texts, supported by appropriate scaffolding ("stretch texts").</li> </ul> <p>These recommendations were built into the program by embedding systematic, explicit instruction, task-analytic sequencing of skills, comprehension routines, fluency-building practice, and structured opportunities for vocabulary and discussion. TeachTown's secondary modules also integrate reinforcement, modeling, and scaffolding that align with ABA-based strategies and WWC guidance for struggling readers. The district will support and monitor implementation of this program by providing ongoing coaching and fidelity checks, embedding progress monitoring aligned to FAST and other diagnostic measures, and integrating TeachTown data reports into MTSS decision-making. This will include professional learning opportunities focused on explicit vocabulary instruction, comprehension strategy routines, and</p> |
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|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                  |                                                                             | structured use of TeachTown modules in Tier 2 and Tier 3 settings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>English Language Learners</b>                                                                                                                 |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Name of Program</b>                                                                                                                           | <b>ESSA Evidence Level</b>                                                  | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Summit K12</b>                                                                                                                                | Not identified as meeting strong, moderate, or promising levels of evidence | <p>Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics lessons. The intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).</p> <p>The district will support and monitor implementation of this program by embedding Summit K12 within the ESOL/ELL instructional framework, monitoring student progress through program data reports, and ensuring fidelity through walkthroughs and coaching cycles. This will include professional learning opportunities focused on using program reports to guide instruction, scaffolding academic conversations, and strategies for reinforcing content-specific vocabulary in daily lessons.</p> |
| <b>Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b> |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions                                                                                                                                                                                                                                                      |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Beginning of Year Data</b>                                                                                                                                                                                                                                                                                                   |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Students who meet the following criteria at the beginning of the school year:                                                                                                                                                                                                                                                   |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• Student scores a level 1 on FAST ELA in PM3 prior year</li> <li>• And/or FAST ELA PM 1 or PM 2 scores at 20% or below.</li> <li>• And/or Students exhibiting characteristics of dyslexia. (By using the iReady test and screener)</li> </ul>                                           |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Number of times per week interventions are provided:</b> 3 times a week.<br><b>Number of minutes per intervention session:</b> 30 minutes<br><b>Course(s) where interventions take place:</b> Students meeting criteria for Tier 1 instruction and Tier 2 interventions will be enrolled in M/J Intensive Reading 1,2, or 3. |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Intensive, Individualized Instruction/Interventions</b>                                                                                                                                                                                                                                                                      |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| iReady Toolbox Teacher Led Small Group                                                                                                                                                                                                                                                                                          |                                                                             | See verbiage in Tier 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Phonics for Reading                                                                                                                                                                                                                                                                                                             |                                                                             | See verbiage in Elementary Tier 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Achieve 3000                                                                                                                                                                                                                                                                                                                    | ESSA Level 1: Strong Evidence                                               | <u>Evidence</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 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.                                                               |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                                                                               |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Name of Program                                                                                                                                                                                                                                                                                                                 | ESSA Evidence Level                                                         | Verbiage (as needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TeachTown Teacher Led Small Group                                                                                                                                                                                                                                                                                               |                                                                             | See verbiage in Tier 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>English Language Learners</b>                                                                                                                                                                                                                                                                                                |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Name of Program                                                                                                                                                                                                                                                                                                                 | ESSA Evidence Level                                                         | Verbiage (as needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Summit K12</b>                                                                                                                                                                                                                                                                                                               | Not identified as meeting strong, moderate, or promising levels of evidence | Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through |

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|  |  | <p>Language Building Block lessons and Linguistic Phonics lessons. The intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).</p> <p>The district will support and monitor implementation of this program by embedding Summit K12 within the ESOL/ELL instructional framework, monitoring student progress through program data reports, and ensuring fidelity through walkthroughs and coaching cycles. This will include professional learning opportunities focused on using program reports to guide instruction, scaffolding academic conversations, and strategies for reinforcing content-specific vocabulary in daily lessons.</p> |
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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<br>ELA Reading    | <input checked="" type="checkbox"/> Grade 9<br><input checked="" type="checkbox"/> Grade 10 | <input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 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?                                                 |
| Phonics for Reading      | <input checked="" type="checkbox"/> Grade 9<br><input checked="" type="checkbox"/> Grade 10 | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress | <input checked="" type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month |

| 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?                                                                                                                                                                                                                                                                             |
|                                                            | <input checked="" type="checkbox"/> Grade 11<br><input checked="" type="checkbox"/> Grade 12<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students                                                                                     | Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                                                                            | Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input checked="" type="checkbox"/> Summative                                                              | <input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input checked="" type="checkbox"/> Annually<br><input type="checkbox"/> As Needed<br><input type="checkbox"/> Other                                                                          |
| McGraw Hill StudySync District Common Standards Assessment | <input checked="" type="checkbox"/> All Students                                                                                                                                                                                                                                 | <input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                                                                                                                                                                 | <input checked="" type="checkbox"/> Diagnostic<br><input checked="" type="checkbox"/> Summative                                                                            | <input checked="" type="checkbox"/> 3 x Year<br><input checked="" type="checkbox"/> As Needed                                                                                                                                                                                                                |
| Achieve 3000                                               | <input checked="" type="checkbox"/> Grade 9<br><input checked="" type="checkbox"/> Grade 10<br><input checked="" type="checkbox"/> Grade 11<br><input checked="" type="checkbox"/> Grade 12<br><input type="checkbox"/> All Students<br><input type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input type="checkbox"/> As Needed<br><input type="checkbox"/> Other |

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

During the summer guidance, coaches and administration evaluate each student's previous year MTSS data to determine the appropriate MTSS placement for the upcoming school year. After the first set of data in the fall, the school based MTSS team will meet with each teacher to evaluate every student and determine the appropriate course of action. After this initial meeting, the school based MTSS team meets with each teacher at least monthly to monitor the intervention and additional needs.

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

For grades 9-12, the effectiveness of Tier 1 instruction is monitored through classroom walkthroughs and observations conducted by district leadership, including the Director of Curriculum and Learning, Assistant Superintendent, District Learning Team, principals, and assistant principals. These observations focus on instructional delivery, student engagement, standards alignment, and student performance data to identify strengths and areas for improvement. Schools implement individualized School Improvement Plans (SIPs) that include specific, measurable goals, timelines, and non-negotiable instructional practices designed to improve student achievement. Bi-weekly learning walks using

calibrated observation tools and the Learning Walk Model provide ongoing feedback regarding the quality and consistency of instruction. Monthly district accountability reviews with school leaders are used to monitor progress toward school improvement goals and identify additional supports when needed. Leadership capacity is strengthened through targeted professional learning focused on instructional leadership, data analysis, and effective decision-making. Teachers also participate in collaborative planning by content area to deepen their understanding of standards, curriculum expectations, and effective instructional practices. Modeling and feedback are provided by school and district leaders based on classroom observations and identified needs.

Student achievement data, course performance, progress-monitoring results, attendance data, and classroom assessment information are reviewed regularly by teachers, principals, assistant principals, and district leaders to determine the effectiveness of Tier 1 instruction. When student progress is insufficient, school leadership teams engage in a structured problem-solving process to identify potential root causes, including instructional practices, curriculum implementation, student engagement, attendance concerns, and gaps in prerequisite skills. Based on this analysis, teams determine next steps, which may include adjusting instructional strategies, increasing differentiation and scaffolding, providing targeted teacher support, modifying pacing, or delivering focused professional learning. Action plans are developed and monitored through collaborative planning sessions, leadership meetings, walkthroughs, and district accountability reviews. Follow-up data reviews are conducted to evaluate the effectiveness of the instructional adjustments. If student outcomes do not improve as expected, additional supports are implemented, and the problem-solving cycle is repeated to ensure continuous improvement of Tier 1 instruction and student achievement.

a.

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

1. Monthly MTSS meetings
  - a. Attended by literacy coaches, counselors and intervention teachers.
  - b. Focused on reviewing progress of targeted students, classrooms, or grade levels
  - c. Includes follow up on Tier 2 actions and analysis of persistent challenges
2. Targeted Data Reviews
  - a. Discussions with teachers
3. Instructional coaches' assignments
  - a. Work more intensively with specific teachers
  - b. Includes modeling lessons, co-planning and providing feedback cycles.

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

For grades 9-12, the effectiveness of Tier 3 interventions is monitored through a structured problem-solving process that includes problem identification, analysis, intervention planning, implementation, and evaluation. School administrators, school counselors, district learning team members, and the Assistant Superintendent conduct bi-weekly monitoring and support check-ins to review student

progress, address urgent concerns, monitor Tier Action Plans, and identify immediate next steps. Student performance data, including progress-monitoring results, classroom assessments, course performance, attendance, behavior, and intervention outcomes, are reviewed regularly to identify students who are not responding adequately to intensive interventions.

Once a concern is identified, school and district teams analyze multiple sources of data to determine the factors contributing to insufficient progress. This analysis may include diagnostic assessment results, intervention fidelity data, instructional practices, attendance patterns, behavior data, and other barriers that may affect student achievement. Based on the identified needs, teams develop or revise individualized intervention plans that clearly define targeted skill deficits, intervention strategies, frequency and duration of services, progress-monitoring measures, and staff responsibilities. Support for implementation may include co-planning, lesson modeling, co-teaching opportunities, and real-time feedback provided by school and district leaders to ensure interventions are delivered with fidelity.

High-frequency data collection supports ongoing evaluation of intervention effectiveness through scheduled weekly walkthroughs using calibrated observation tools and frequent progress monitoring of academic, behavioral, and attendance data. Student response-to-intervention data are reviewed regularly to determine whether the intervention plan is producing the desired outcomes. When progress is insufficient, teams use the problem-solving process to determine next steps, which may include increasing intervention intensity, modifying instructional strategies, adjusting group size, providing additional teacher support, revising intervention goals, or implementing alternative evidence-based interventions. Follow-up data reviews are conducted to evaluate the impact of these adjustments, and the cycle of problem identification, analysis, planning, implementation, and evaluation continues until students demonstrate sufficient progress toward established goals and grade-level expectations.

18.

| Grades 9-12 Decision Tree                                                                                                                                                                                                                                                                                                                                                                   |                          |
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| Tier 1 (Core) Only                                                                                                                                                                                                                                                                                                                                                                          |                          |
| Beginning of Year Data                                                                                                                                                                                                                                                                                                                                                                      |                          |
| <b>Students must meet the following criteria at the beginning of the school year:</b><br>Score above the 30th percentile rank on the FAST Reading Progress Monitoring and/or demonstrate proficiency (70% or higher) on classroom assessments                                                                                                                                               |                          |
| <b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> <ul style="list-style-type: none"> <li>● FAST ELA: score a level 3 or above on PM 3</li> <li>● And/or FAST ELA Level 2 and/or above 50% percentile on projections PM 1 current year</li> <li>● And/or score consistently above 70% average on classroom assessments in reading</li> </ul> |                          |
| Core Instruction                                                                                                                                                                                                                                                                                                                                                                            |                          |
| Indicate the core instructional materials utilized. Add additional rows as needed.                                                                                                                                                                                                                                                                                                          |                          |
| Name of Program                                                                                                                                                                                                                                                                                                                                                                             | Year of Program Adoption |
| McGraw Hill- Study Sync                                                                                                                                                                                                                                                                                                                                                                     | 2021-2022                |
| <b>Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b> <ul style="list-style-type: none"> <li>● Student scores a level 2 on PM3 prior year.</li> </ul>                                                                                                                                            |                          |

|                                                                                                                                                                                                                                                                                                                                 |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <ul style="list-style-type: none"> <li>• And/or current year PM1 and PM 2 Student has low/less than a years projected growth AND low performance (Level 2).</li> <li>• And/or consistently scores below 70% on classroom assessments.</li> </ul>                                                                                |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Tier 1 Instruction + Tier 2 Interventions</b>                                                                                                                                                                                                                                                                                |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Beginning of Year Data</b>                                                                                                                                                                                                                                                                                                   |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Students who meet the following criteria at the beginning of the school year:</b> <ul style="list-style-type: none"> <li>• Level 2 on FAST ELAPM 3 prior year.</li> <li>• And/or FAST ELA PM1 at 30<sup>th</sup> percentile or below.</li> <li>• And/or consistently scores below 70% on classroom assessments.</li> </ul>   |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Number of times per week interventions are provided:</b> 2-3 times<br><br><b>Number of minutes per intervention session:</b> 30 minutes<br><br><b>Course(s) where interventions take place:</b><br>Students meeting criteria for Tier 1 instruction and Tier 2 interventions will be enrolled in an Intensive Reading Course |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Supplemental Instruction/Interventions</b><br>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.                                                       |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                          | <b>ESSA Evidence Level</b>    | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Achieve 3000                                                                                                                                                                                                                                                                                                                    | ESSA Level 1: Strong Evidence | <u>Evidence</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Phonics for Reading                                                                                                                                                                                                                                                                                                             |                               | <u>See verbiage in Elementary Tier 2</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>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.</b>                                                        |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                                                                               |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                          | <b>ESSA Evidence Level</b>    | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| TeachTown                                                                                                                                                                                                                                                                                                                       |                               | TeachTown does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022) <ul style="list-style-type: none"> <li>• Recommendation 1 (Strong Evidence): Build students’ decoding skills so they can read complex multisyllabic words.</li> <li>• Recommendation 2 (Strong Evidence): Provide purposeful fluency-building activities to help students read grade-appropriate text with accuracy, automaticity, and prosody.</li> </ul> |

|                                  |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  |                                                                             | <ul style="list-style-type: none"> <li>• Recommendation 3 (Strong Evidence): Provide purposeful opportunities for students to read and comprehend grade-level text and engage in practices that build comprehension strategies.</li> <li>• Recommendation 4 (Moderate Evidence): Provide opportunities for students to practice with challenging texts, supported by appropriate scaffolding (“stretch texts”).</li> </ul> <p>These recommendations were built into the program by embedding systematic, explicit instruction, task-analytic sequencing of skills, comprehension routines, fluency-building practice, and structured opportunities for vocabulary and discussion. TeachTown’s secondary modules also integrate reinforcement, modeling, and scaffolding that align with ABA-based strategies and WWC guidance for struggling readers.</p> <p>The district will support and monitor implementation of this program by providing ongoing coaching and fidelity checks, embedding progress monitoring aligned to FAST and other diagnostic measures, and integrating TeachTown data reports into MTSS decision-making. This will include professional learning opportunities focused on explicit vocabulary instruction, comprehension strategy routines, and structured use of TeachTown modules in Tier 2 and Tier 3 settings.</p> |
| <b>English Language Learners</b> |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Name of Program</b>           | <b>ESSA Evidence Level</b>                                                  | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Summit K12</b>                | Not identified as meeting strong, moderate, or promising levels of evidence | Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                                                                                                                                                                                                                                                                                                                                              |  | <p>they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics lessons. The intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).</p> <p>The district will support and monitor implementation of this program by embedding Summit K12 within the ESOL/ELL instructional framework, monitoring student progress through program data reports, and ensuring fidelity through walkthroughs and coaching cycles. This will include professional learning opportunities focused on using program reports to guide instruction, scaffolding academic conversations, and strategies for reinforcing content-specific vocabulary in daily lessons.</p> |
| <p><b>Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <ul style="list-style-type: none"> <li>● Student scores a level 1 on FAST ELA in PM3 prior year</li> <li>● And/or FAST ELA PM 1 or PM 2 scores at 20% or below.</li> <li>● And/or Consistently scoring below 60% on Classroom assessments</li> </ul> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions                                                                                                                                                                                                                                                         |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
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| Beginning of Year Data                                                                                                                                                                                                                                                                                                             |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Students who meet the following criteria at the beginning of the school year:</b> <ul style="list-style-type: none"> <li>● Student scores a level 1 on FAST ELA in PM3 prior year</li> <li>● And/or FAST ELA PM 1 or PM 2 scores at 20% or below.</li> <li>● And/or Students exhibiting characteristics of dyslexia.</li> </ul> |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Number of times per week interventions are provided: 3</b><br><br><b>Number of minutes per intervention session: 30 minutes</b><br><br><b>Course(s) where interventions take place:</b><br>Interventions will take place in either a Research Course or Intensive Reading.                                                      |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Intensive, Individualized Instruction/Interventions</b><br><b>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.</b>                                      |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Name of Program                                                                                                                                                                                                                                                                                                                    | ESSA Evidence Level           | Verbiage (as needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Phonics for Reading                                                                                                                                                                                                                                                                                                                |                               | Reading for Phonics does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Reading for Understanding in Kindergarten through Third Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting monthly data chats and observational walkthroughs, including an initial professional learning session (provided by the publisher). Reading coaches will provide additional program training at school sites. |  |
| Achieve 3000                                                                                                                                                                                                                                                                                                                       | ESSA Level 1: Strong Evidence | <u>Evidence</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>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.</b>                                                           |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                                                                                  |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

| Name of Program           | ESSA Evidence Level | Verbiage (as needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|---------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TeachTown                 |                     | <p>TeachTown does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program:<br/>Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022)</p> <ul style="list-style-type: none"> <li>• Recommendation 1 (Strong Evidence): Build students’ decoding skills so they can read complex multisyllabic words.</li> <li>• Recommendation 2 (Strong Evidence): Provide purposeful fluency-building activities to help students read grade-appropriate text with accuracy, automaticity, and prosody.</li> <li>• Recommendation 3 (Strong Evidence): Provide purposeful opportunities for students to read and comprehend grade-level text and engage in practices that build comprehension strategies.</li> <li>• Recommendation 4 (Moderate Evidence): Provide opportunities for students to practice with challenging texts, supported by appropriate scaffolding (“stretch texts”).</li> </ul> <p>These recommendations were built into the program by embedding systematic, explicit instruction, task-analytic sequencing of skills, comprehension routines, fluency-building practice, and structured opportunities for vocabulary and discussion. TeachTown’s secondary modules also integrate reinforcement, modeling, and scaffolding that align with ABA-based strategies and WWC guidance for struggling readers. The district will support and monitor implementation of this program by providing ongoing coaching and fidelity checks, embedding progress monitoring aligned to FAST and other diagnostic measures, and integrating TeachTown data reports into MTSS decision-making. This will include professional learning opportunities focused on explicit vocabulary instruction, comprehension strategy routines, and structured use of TeachTown modules in Tier 2 and Tier 3 settings.</p> |  |
| English Language Learners |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Name of Program           | ESSA Evidence Level | Verbiage (as needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

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|------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summit K12 | Not identified as meeting strong, moderate, or promising levels of evidence | <p>Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics lessons. The intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).</p> <p>The district will support and monitor implementation of this program by embedding Summit K12 within the ESOL/ELL instructional framework, monitoring student progress through program data reports, and ensuring fidelity through walkthroughs and coaching cycles. This will include professional learning opportunities focused on using program reports to guide instruction, scaffolding academic conversations, and strategies for reinforcing content-specific vocabulary in daily lessons.</p> |
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### 5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

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

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

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

| <b>Name of Professional Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Target Audience</b>                      | <b>Description</b>                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Systematic phonics Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | PreK-2 Teachers                             | This will be the how and why phonics systems are built to be systematic and explicit. Why the fidelity of implementation is VITAL to student achievement. So often, the how and why aren't discussed and teachers who don't understand then take shortcuts only because of their "perception" of value.                                                        |
| MTSS System Training                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | All Elementary, MS/HS Intervention Teachers | This will walk through our newly designed MTSS system and how to support and document the interventions given. This includes sharing the purpose of MTSS systems and what to do when interventions are not working.                                                                                                                                            |
| ELA Standards Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ELA instructors from K-12                   | This professional learning will help teachers to deepen their understanding of the Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA standards and to equip them with effective instructional strategies that align with the FAST. This training will aim to ensure that teachers can effectively prepare students for success on the FAST assessments. |
| ELL Instructional Support and Practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ELA Teachers of ELL students K-12           | This will be ongoing professional learning to help teachers deepen their understanding of progress monitoring, differentiated instruction to support the listening, speaking, reading, and writing needs of our ELL students. Also, this training will focus on accelerating English language proficiency.                                                     |
| <b>Instructional Personnel and Certified PreK Teachers</b><br><b>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.</b><br><br>Teachers have access to the Florida Early Learning Professional Development Registry for online classes to enhance their learning in areas of their choosing. The Early Learning Coalition does training for certain areas that we have difficulty in or updated topics pertaining to Pre-K throughout the year. Every five years teachers must update their required certifications provided by the early learning coalition, and every three years they must recertify their CDA. |                                             |                                                                                                                                                                                                                                                                                                                                                                |
| <b>Differentiated Professional Learning</b><br><b>Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                             |                                                                                                                                                                                                                                                                                                                                                                |

During Summer Instructional Team meetings, 2025-26 data will be analyzed to identify teachers in need of extended training and support. The district learning team and literacy coaches will work with these teachers to provide the training needed in the area of need. Each quarter, data will be reevaluated to identify need.

#### **Mentor Teachers**

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

Mentor teachers will be identified as those being effective or highly effective for 3+ years, and are Clinical Ed certified. A focus will be on teachers who want to grow their practice as leaders through coaching. One of the District Learning Team's goals is to build a Peer Coaching Network. This will include model classrooms and supporting teachers' observations of these model classrooms. This is part of our PL Calendar.

#### **Professional Learning Time**

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

Teachers meet once per week during their common planning time per grade level for Professional Learning. This year, our focus will be on continued supporting of the MTSS system through explicit, systematic, differentiated, scaffolding, and corrective feedback. Coaches will tie this information to the rollout of the clear MTSS system and the curriculum and resource support needed. Teachers will also have one day per quarter that all common grade level, or common content area teachers will spend focused on professional learning specific to the needs of that group. This will include PL and time for teachers to implement and plan. Walkthroughs will be scheduled that day for observations and feedback to occur based on the learning.

### **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 |
|--------------------------|-----------------|-------------|
|                          |                 |             |
|                          |                 |             |

### **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.

Written Notification: Parents are notified in writing when their child is identified as having a substantial reading deficiency. This notification includes information about the deficiency and the services the school district is providing to the student.

Monthly Updates: After the initial notification, the school provides monthly updates to the parent on the student's progress in response to the intensive reading interventions and supports.

Individualized Plans: Students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual educational plan (IEP) or an individualized progress monitoring plan (IPMP).

**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).**

**New Worlds Reading Initiative:** This program notifies the parents of eligible students about opportunities to receive free books and resources to support reading at home.

**Partnering with Families for Early Language and Literacy:** This initiative provides research-based strategies for educators to improve how they partner with families for children's language and literacy development.

**Read at Home Plan (K-5)** The "Read at Home" plan is a strategy designed to support students' reading development outside of the classroom. It typically includes:

**Guidance for Parents:** Information on how they can assist their child's reading development at home.

**Resources Connected to Reading Components:** Materials and activities related to oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

**Assessment Data:** Sharing the child's universal screener and diagnostic results to tailor the support effectively.

**Learning Experiences:** Activities that parents can do at home with their child to support reading skills development.

The plan is part of a broader reading improvement strategy and includes resources like the New Worlds Reading Initiative, which provides free books to eligible students to encourage reading at home and information on characteristics of Dyslexia and Dyscalculia.

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

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

The district uses student performance data, principal feedback, and the Marzano Teacher Evaluation Model to inform instructional staff assignments. Professional learning for teachers in K-2 are based on the above as well as observational needs. Gilchrist County is committed to refining its hiring practices ensuring our youngest learners have access to the most impactful teachers, in accordance with state expectations and our mission of academic excellence for every student. Mentor teachers, district learning team coordinators (PreK and K Coordinator, Elementary Coordinator as well as the MTSS/ESOL Coordinators) are supporting Literacy Coaches at both elementary schools to build a strong foundation from PreK-2 with best reading and educational practices. Highly Effective, ESOL and ESE certified teachers are being assigned to K-2 classes to ensure students are receiving the support they need in their foundational years. A system of instruction is being modeled along with a support system of coaching and professional learning have been developed to support these teachers.

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

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

| Initials | Assurance                                                                                                                                                                                   |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|  | primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  | b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <a href="#">s. 1008.25(4)(c), F.S.</a> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <a href="#">Rule 6A-6.053(6)(c), F.A.C.</a>                                                                                                                                                                                                                                                                         |
|  | 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 <a href="#">s. 1012.34, F.S.</a> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading. |
|  | d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|  | e. All literacy coaches in the district meet the minimum qualifications described in <a href="#">Rule 6A-6.053(4), F.A.C.</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  | f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  | i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):<br>Amie Bachle |       |
| Signature:                                                                                                   | Date: |

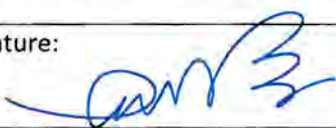
**District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:**

| Initials                                                                            | Assurance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.                                                                                                                                                                                                                                                                                                                     |
|    | b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>                                                                                                                                                                                                                                                                                  |
|    | c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under <u>s. 1012.34, F.S.</u> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading. |
|  | d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  | f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  | g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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

Amie Bachle

Signature:



Date:

7/22/26