

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	Melissa Hancock	mhancock@gulf.k12.fl.us	850-229-6940
Data Element	Donna Thompson	dthompson@gulf.k12.fl.us	850-227-4233
Third Grade Promotion	Melissa Hancock	mhancock@gulf.k12.fl.us	850-229-6940
Multi-Tiered System of Supports	Renee Lynn	rlynn@gulf.k12.fl.us	850-229-6940
Assessment	Tracy Bowers	tbowers@gulf.k12.fl.us	850-229-6940

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE	
Elementary Expenses			
Literacy coaches	129,770.72	1	
Intervention teachers	190,204.32	2	
Scientifically researched and evidence-based supplemental instructional materials	25,441.40		
Third grade summer reading camps	8,000.00		
Summer reading camps			
Secondary Expenses			
Literacy coaches			
Intervention teachers	400,000.00	4	
Scientifically researched and evidence-based supplemental instructional materials			
PreK-Grade 12 Expenses			
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	5,000.00		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification			
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential			
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)			
Tutoring programs to accelerate literacy learning			
Family engagement activities			
Other – Please Describe. Add additional rows as needed.			
Estimated Sum of Expenditures	758,416.44	7	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0%	0%	100%	100%

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

Gulf District Schools will use STAR Early Literacy and the Gulf Kindergarten Readiness Screener to identify VPK students in need of additional support and provide targeted instruction in oral language, phonological awareness, and other early literacy skills aligned to the Florida Early Learning and Developmental Standards.

The district will provide high-quality Tier 1 instruction through the district's adopted PreK curriculum and supplement instruction with Heggerty Phonemic Awareness to strengthen foundational literacy skills. Student progress will be monitored regularly, and instruction will be adjusted based on individual student needs. Families will receive information and resources to support literacy development at home and reinforce skills taught at school.

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	13%	10%	73%	75%
1	15%	10%	61%	65%
2	11%	10%	58%	65%
3	21%	10%	51%	65%
4	23%	10%	56%	65%
5	24%	10%	54%	65%
6	21%	10%	59%	65%
7	17%	10%	52%	65%
8	14%	10%	50%	65%
9	19%	10%	57%	65%
10	25%	10%	51%	65%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST, intervention, and literacy walkthrough data reviewed quarterly.	Assessment, intervention, and literacy walkthrough data reviewed monthly.
Actions for continuous support and improvement	Professional learning, coaching, and technical assistance provided based on identified needs.	Literacy Leadership Teams analyze data and develop plans for teacher support.
Grades 6-8		
Data that will be collected and frequency of review	FAST, intervention, and literacy walkthrough data reviewed quarterly.	Assessment, intervention, and literacy walkthrough data reviewed monthly.

Actions for continuous support and improvement	Professional learning, coaching, and technical assistance provided based on identified needs.	Literacy Leadership Teams analyze data and develop plans for teacher support.
Grades 9-12		
Data that will be collected and frequency of review	FAST, intervention, and literacy walkthrough data reviewed quarterly.	Assessment, intervention, and literacy walkthrough data reviewed monthly.
Actions for continuous support and improvement	Professional learning, coaching, and technical assistance provided based on identified needs.	Literacy Leadership Teams analyze data and develop plans for teacher support.

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, Gulf District Schools revised the CERP to strengthen literacy leadership, professional learning, assessment practices, and intervention decision-making. Revisions include increased support for Literacy Leadership Teams, expanded professional learning focused on the B.E.S.T. ELA Standards, PRISMS Toolkit implementation, Read 180, multisensory instruction, and strategies for supporting students with disabilities.

The district also refined assessment and progress monitoring processes to better align instruction and intervention with student needs, including updates to assessment decision trees and the use of DIBELS ORF, DIBELS MAZE, and dyslexia screening data. Additional revisions were made to strengthen MTSS implementation, improve monitoring of Tier 1 instruction and interventions, and ensure instructional decisions are based on student performance data and mastery of the B.E.S.T. ELA Standards.

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

Principals monitor implementation of the District Comprehensive Evidence-Based Reading Plan (CERP) through annual staff training, quarterly literacy walkthroughs, and ongoing review of assessment and intervention data. Walkthroughs are conducted in collaboration with district leadership, the District Literacy Coach, and Literacy Leadership Teams and focus on standards-aligned instruction, student engagement, and the implementation of Tier 1, Tier 2, and Tier 3 supports. Following walkthroughs, principals provide feedback, monitor progress through PLCs and classroom observations, and work with teachers to address identified needs. This process helps ensure consistent implementation of the CERP and continuous improvement in literacy instruction.

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

Principals monitor the collection and use of assessment data through monthly data reviews with the District Literacy Coach and district support staff. FAST progress monitoring data, diagnostic assessments, and other local measures are analyzed to identify trends, instructional gaps, and student needs. At the school level, principals lead data meetings and PLCs in which teachers review student performance data to adjust Tier 1 instruction and plan targeted interventions. Principals also conduct individual data conferences with teachers, as needed, to monitor student progress and support instructional decision-making. This process helps ensure assessment data is collected with fidelity, used to inform instruction, and aligned to the district's MTSS framework.

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

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

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

☒ Yes

☐ No

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

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

The district communicates the literacy coach model to principals through annual Administrative Council meetings and monthly leadership meetings. During these meetings, district leadership reviews the roles and responsibilities of the District Literacy Coach, coaching priorities, and expectations aligned to the Just Read, Florida! literacy coach model.

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

The district supports the District Literacy Coach through ongoing professional learning, collaboration, and feedback throughout the school year. Support includes Florida Department of Education literacy trainings, PAEC Instructional Coach Cadre meetings, guidance from the State Regional Literacy Director (SRLD), and regular collaboration with district leadership to align coaching support to district and school needs.

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

The district supports the District Literacy Coach in prioritizing high-impact activities through regular collaboration with district leadership, principals, and school teams. Student performance data, walkthrough data, and school needs are used to identify priorities for coaching, professional learning, data analysis, and instructional support to improve Tier 1 instruction and student outcomes.

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

The district monitors implementation of the literacy coach model through regular review of coaching activities, schedules, and responsibilities. District leadership meets regularly with the District Literacy Coach to ensure coaching time is prioritized for data analysis; instructional support, professional learning, and other high-impact activities aligned to the Just Read, Florida! literacy coach model.

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

The district measures the effectiveness of the District Literacy Coach through student performance data, evidence of improved instructional practices, coaching documentation, and feedback from teachers and administrators. Coaching effectiveness is evaluated based on the impact of coaching support on instruction, implementation of evidence-based practices, and student literacy outcomes.

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?

Gulf District Schools' strategic plan aligns with Florida's Formula for Reading Success through high-quality, data-driven instruction, a comprehensive assessment system, and a Multi-Tiered System of Supports (MTSS). Students receive standards-aligned Tier 1 instruction supported by screening, diagnostic, progress monitoring, and summative assessment data to identify needs and guide instructional decisions.

Tier 2 and Tier 3 interventions provide increasingly intensive support based on student performance data and identified skill deficits. Accommodations and supports are provided for students with disabilities and English language learners to ensure access to grade-level instruction and intervention. This integrated system supports continuous improvement in literacy outcomes for all students.

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.

Gulf District Schools' public PreK programs, including VPK and Exceptional Student Education (ESE), are aligned with the Florida Early Learning and Developmental Standards and are designed to promote kindergarten readiness through engaging, developmentally appropriate instruction. The district utilizes Teaching Strategies Pre-K as the core curriculum, providing an evidence-based instructional framework that supports early literacy, oral language development, and foundational skills across all developmental domains.

To strengthen early literacy skills, the Heggerty Phonemic Awareness Curriculum is implemented as a supplemental resource to provide explicit, systematic instruction in phonological awareness. Instruction is delivered through a balance of whole group, small group, and individualized learning experiences, with embedded multisensory supports to meet the diverse needs of all learners, including students with disabilities and students requiring additional language support.

Assessment is conducted three times per year using the STAR Early Literacy Assessment and the Gulf Kindergarten Readiness Screener to monitor student progress in key areas, including oral language, phonological awareness, phonics, and early comprehension. Assessment data is used to inform instruction, identify skill gaps, and provide targeted interventions and supports.

The district supports all learners through differentiated instruction, early intervention, and collaboration among teachers, specialists, and families. Ongoing professional learning ensures that PreK instructional staff implement evidence-based practices aligned to the Science of Reading and respond effectively to the developmental and academic needs of all students.

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

Gulf District Schools utilizes the Teaching Strategies curriculum as the core instructional program for Tier 1 instruction in public PreK settings, including VPK and ESE classrooms. This comprehensive, research-based curriculum supports development across early literacy, language, mathematics, social-emotional, cognitive, and physical domains and is aligned with the Florida Early Learning and Developmental Standards.

To strengthen early literacy development, the district supplements core instruction with the Heggerty Phonemic Awareness Curriculum, which provides explicit, systematic instruction in phonological and phonemic awareness skills. These materials support foundational reading development and align with evidence-based practices grounded in the Science of Reading.

Instructional materials are implemented through developmentally appropriate practices and differentiated to meet the needs of all learners, including students with disabilities and those requiring additional language support.

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.](#)

Gulf District Schools provides targeted interventions for VPK students identified with a substantial deficiency in early literacy skills in accordance with Rule 6A-6.053(5), F.A.C. Students who score below the 10th percentile or are unable to complete practice items on the state's coordinated screening and progress monitoring system are identified for additional support.

Interventions are delivered through a Multi-Tiered System of Supports (MTSS) and include small-group, teacher-led instruction focused on foundational early literacy skills, particularly oral language and phonological awareness. The district utilizes supplemental resources such as the Heggerty Phonemic Awareness Curriculum and incorporates explicit, systematic, and multisensory instructional strategies aligned with the Science of Reading. These interventions are provided in addition to Tier 1 core instruction delivered through the Teaching Strategies Pre-K curriculum.

Student progress is monitored regularly using STAR Early Literacy, the Gulf Kindergarten Readiness Screener, and ongoing classroom-based observations. Data is used to adjust instruction,

intensify support as needed, and ensure interventions are responsive to individual student needs. Families are notified of identified deficiencies and provided with resources and strategies to support early literacy development at home.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Gulf Kindergarten Readiness Screener	☒ PreK (2 nd Sem.) ☒ Grade K (Qtrly) ☒ All Students	☒ Phonological Awareness ☒ Phonics ☒ Fluency	☒ Screening ☒ Progress Monitoring	☒ Quarterly ☒ As Needed
UFLI Progress Monitoring	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ All Students	☒ Phonological Awareness ☒ Phonics	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ Weekly ☒ As Needed
DIBELS	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students	☒ Phonics ☒ Fluency ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic	☒ Quarterly ☒ As Needed-by Tier of Support
DAR	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☒ Diagnostic	☒ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ Grade 4 ☐ Grade 5 ☐ Select Students	☐ Fluency ☐ Vocabulary ☐ Comprehension		
ERDA	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Diagnostic	☐ As Needed
CORE Phonics Survey	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Select Students	☐ Phonics	☐ Screening ☐ Progress Monitoring	☐ As Needed
STAR ELA Early Literacy & Reading (District Progress Monitoring)	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring	☐ As Needed ☐ Other- Based on grade level, performance data, and intervention needs.

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

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

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

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

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

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

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

Students in grades K–3 are identified for Tier 2 and Tier 3 interventions through the district's MTSS problem-solving process using the district's K–3 Reading Intervention Placement Guides (Decision Trees). Universal screening, progress monitoring, diagnostic assessments, classroom performance, formative assessments, and teacher observations are reviewed during grade-level PLCs, school-based MTSS meetings, and district data reviews to identify students demonstrating difficulty meeting grade-level expectations. Students meeting established decision-tree criteria or demonstrating persistent reading skill deficits are referred to the MTSS team for review.

During the MTSS Student Data Meeting, the school team and parents review multiple sources of assessment data to identify the student's specific reading skill deficits, determine the appropriate level of instructional support, establish measurable goals, select evidence-based interventions, determine the frequency and duration of intervention, identify progress-monitoring measures, and develop the Individualized Progress Monitoring Plan (IPMP), as applicable. For students identified with a Substantial Reading Deficiency, parents are notified, consulted in the development of the IPMP, and the plan is developed within 45 days in accordance with section 1008.25, F.S.

Student progress is monitored regularly using progress-monitoring data, classroom performance, formative assessments, and teacher observations. Progress is reviewed during PLCs and MTSS meetings to evaluate the student's response to intervention and determine whether instructional intensity, grouping, frequency, duration, or evidence-based instructional strategies should be adjusted. Parents receive ongoing communication regarding student progress and intervention effectiveness.

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

Students in grades 4-5 are identified for Tier 2 and Tier 3 interventions through the district's MTSS problem-solving process using the district's K–3 Reading Intervention Placement Guides (Decision Trees). Universal screening, progress monitoring, diagnostic assessments, classroom performance, formative assessments, and teacher observations are reviewed during grade-level PLCs, school-based MTSS meetings, and district data reviews to identify students demonstrating difficulty

meeting grade-level expectations. Students meeting established decision-tree criteria or demonstrating persistent reading skill deficits are referred to the MTSS team for review.

During the MTSS Student Data Meeting, the school team and parents review multiple sources of assessment data to identify the student's specific reading skill deficits, determine the appropriate level of instructional support, establish measurable goals, select evidence-based interventions, determine the frequency and duration of intervention, identify progress-monitoring measures, and develop the Individualized Progress Monitoring Plan (IPMP), as applicable. For students identified with a Substantial Reading Deficiency, parents are notified, consulted in the development of the IPMP, and the plan is developed within 45 days in accordance with section 1008.25, F.S.

Student progress is monitored regularly using progress-monitoring data, classroom performance, formative assessments, and teacher observations. Progress is reviewed during PLCs and MTSS meetings to evaluate the student's response to intervention and determine whether instructional intensity, grouping, frequency, duration, or evidence-based instructional strategies should be adjusted. Parents receive ongoing communication regarding student progress and intervention effectiveness.

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.

Students demonstrating persistent reading difficulties are identified through the district's MTSS problem-solving process using multiple data sources, including FAST ELA, diagnostic assessments, classroom performance, progress monitoring data, and teacher observations. When characteristics of dyslexia are suspected, additional diagnostic assessments are conducted, as appropriate, to identify specific reading skill deficits. The MTSS team reviews all available data to determine appropriate instructional supports. Students identified with characteristics of dyslexia receive Tier 3, evidence-based, structured literacy interventions that are explicit, systematic, cumulative, and multisensory. Parents are consulted in the development of intervention plans in accordance with Florida statute.

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

Based on universal screening, progress monitoring, diagnostic assessment results, or teacher observation, K-3 students demonstrating characteristics of dyslexia may receive additional screening using STAR CBM Reading, DIBELS, the Diagnostic Assessment of Reading (DAR), and the Enhanced Reading Diagnostic Assessment (ERDA), as appropriate. Screening results are used to identify specific reading skill deficits and guide intervention planning.

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

School-based leadership and MTSS teams use a continuous improvement process to strengthen Tier 1 instruction. Monthly PLCs, data reviews, instructional walkthroughs, and MTSS meetings are used to analyze FAST ELA results, classroom performance, formative and diagnostic assessments,

teacher observations, and progress monitoring data to identify instructional strengths and barriers. School teams use these data to guide instructional adjustments and professional learning. District leadership partners with school teams through quarterly data reviews to support problem-solving, monitor implementation, and strengthen the effectiveness of Tier 1 instruction.

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

School-based leadership and MTSS teams use a continuous improvement process to strengthen Tier 2 interventions. Monthly PLCs, data reviews, instructional walkthroughs, and MTSS meetings are used to analyze FAST ELA results, progress monitoring data, classroom performance, formative and diagnostic assessments, and teacher observations to identify students demonstrating an inadequate response to Tier 1 instruction who require supplemental intervention. School teams use these data to adjust small-group intervention, evidence-based instructional strategies, and progress-monitoring plans based on individual student needs. District leadership partners with school teams through quarterly data reviews to support problem-solving, monitor implementation, and strengthen the effectiveness of Tier 2 interventions.

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

School-based leadership and MTSS teams use a continuous improvement process to strengthen Tier 3 interventions. Monthly PLCs, data reviews, instructional walkthroughs, and MTSS meetings are used to analyze FAST ELA results, progress monitoring data, classroom performance, formative and diagnostic assessments, and teacher observations to identify student demonstrating student response to Tier 3 intervention. School teams use these data to determine whether students are making adequate progress toward established goals and adjust instructional group size, intervention intensity, frequency, duration, evidence-based instructional strategies, and progress-monitoring plans based on individual student needs. For students with a Substantial Reading Deficiency, the Individualized Progress Monitoring Plan (IPMP) is reviewed and revised, as needed, based on student progress and ongoing MTSS data review. Parents are consulted throughout the intervention process and receive ongoing communication regarding student progress. District leadership partners with school teams through quarterly data reviews to support problem-solving, monitor implementation, and strengthen the effectiveness of Tier 3 interventions.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year:	
Grade(s)	Beginning-of-Year Tier 1 Criteria
Kindergarten–Grade 2	FAST ELA PM3 and/or current FAST PM1 at or above the 40th percentile.

Grades 3–5	FAST ELA PM3 Level 3 or higher and/or current FAST PM1 at or above the 40th percentile.
Additional Data Sources	Classroom performance, formative assessments, teacher observations, diagnostic assessments, and MTSS problem-solving.
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students: Tier 1 instruction is considered sufficient when at least 80% of students meet grade-level expectations as demonstrated through FAST progress monitoring, classroom performance, and formative and standards-based assessments. Additional data sources, including teacher observations, diagnostic assessments, instructional walkthroughs, PLC discussions, and MTSS data reviews, are used to monitor Tier 1 effectiveness and guide instructional adjustments.	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Florida Benchmark Advance	2020
UFLI Foundations Program	2024
Heggerty Phonemic Awareness Program	2026
UFLI Word Origins	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - Kindergarten–Grade 2: FAST ELA Level 2 and/or Level 1 at or above the 10th percentile. - Grades 3–5: FAST ELA Level 2 and/or Level 1 at or above the 20th percentile. Students meeting one or more of the criteria above or demonstrating below 70% or below proficiency (as applicable) on two or more consecutive formative or standards-based assessments, are reviewed through the MTSS problem-solving process to determine the need for Tier 2 interventions. Additional data sources include classroom performance, diagnostic assessments, progress monitoring data, and teacher observations.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year:	
Grade(s)	Beginning-of-Year Tier 2 Criteria
Kindergarten–Grade 2	FAST ELA PM3 and/or current FAST PM1 Level 2 or 10th–39th percentile.
Grades 3–5	FAST ELA PM3 and/or current FAST PM1 Level 2 or 21st–39th percentile; prior-year retention for reading.
Additional Data Sources	Kindergarten Readiness Screener (Kindergarten), classroom performance, diagnostic assessments, teacher input, and MTSS problem-solving.
Number of times per week interventions are provided: 2-3 sessions Number of minutes per intervention session: 15-30 minutes	
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.	

Name of Program	Verbiage (as needed)
UFLI	UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC (What Works Clearinghouse) Practice Guide recommendations support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</i>. • Recommendation 1: <i>Develop awareness of the segments of sounds in speech and how they link to letters</i> — Strong Evidence • Recommendation 2: <i>Teach students to decode words, analyze word parts, and write and recognize words</i> — Strong Evidence • Recommendation 3: <i>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension</i> — Moderate Evidence These recommendations are built into the program by design. UFLI Foundations is structured to provide explicit, systematic instruction in phonological awareness, phonics, and word recognition. Lessons follow a cumulative scope and sequence that incorporates modeling, guided practice, immediate corrective feedback, and opportunities to apply skills through decodable text reading, consistent with the IES Practice Guide recommendations. The district will support and monitor implementation of this program by providing job-embedded coaching, walkthroughs using implementation look-fors, and ongoing data reviews to ensure fidelity and instructional effectiveness. Monitoring tools include lesson fidelity checklists, progress monitoring results from UFLI assessments, and classroom observations aligned to the Literacy Practice Profiles. Professional learning opportunities will include initial training in UFLI Foundations, follow-up sessions during district PD days, monthly PLC support facilitated by literacy coaches, and participation in state and regional UFLI implementation webinars and collaborative learning communities.
Reading Intervention	Program/Practice: Reading Intervention (Grades 4–5 using <i>Benchmark Advance Intervention</i>) ESSA Evidence Level: Not identified as meeting strong, moderate, or promising levels of evidence. <i>Reading Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC (What Works Clearinghouse) Practice Guide recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices.</i> • Recommendation 1: <i>Provide explicit vocabulary instruction</i> — Strong Evidence • Recommendation 2: <i>Provide direct and explicit comprehension strategy instruction</i> — Strong Evidence • Recommendation 3: <i>Provide opportunities for extended discussion of text meaning and interpretation</i> — Moderate Evidence • Recommendation 4: <i>Increase student motivation and engagement in literacy learning</i> — Moderate Evidence

	• Recommendation 5: <i>Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists</i> — Strong Evidence These recommendations were built into the program by design. <i>Benchmark Advance Intervention</i> is structured to provide scaffolded instruction in vocabulary, reading comprehension, and written response to text. The program includes targeted strategy instruction, embedded teacher modeling and think-alouds, guided and independent practice, and structured text-based discussions that promote higher-order thinking. Lessons are designed to meet the needs of struggling readers by differentiating support across instructional components aligned with the IES recommendations. Some of the resources used to support this work include: • <i>Benchmark Advance Intervention Teacher Guides and Student Texts</i> • <i>Leveled Readers and Graphic Organizers</i> • <i>Vocabulary Routine Cards</i> • <i>Fluency Passages and Comprehension Strategy Posters</i> The district will support and monitor implementation of this instructional practice through literacy coach-facilitated PLCs, classroom observations using a fidelity checklist aligned to the Literacy Practice Profiles, regular data team meetings to review student progress, and walkthroughs with targeted feedback. Professional learning will be provided through school-based training on Benchmark intervention routines, modeling of comprehension strategies, and data-informed instructional planning sessions throughout the year.
Direct and Explicit Classroom and Intervention Instruction	Name of Program/Practice: Direct and Explicit Classroom and Intervention Instruction ESSA Evidence Level: Not identified as meeting strong, moderate or promising levels of evidence. Verbiage: Direct and Explicit classroom and intervention instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>. • Recommendation 1: <i>Provide explicit vocabulary instruction</i> — Strong Evidence • Recommendation 2: <i>Provide direct and explicit comprehension strategy instruction</i> — Strong Evidence • Recommendation 3: <i>Provide opportunities for extended discussion of text meaning and interpretation</i> — Moderate Evidence • Recommendation 4: <i>Increase student motivation and engagement in literacy learning</i> — Moderate Evidence • Recommendation 5: <i>Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists</i> — Strong Evidence

	These recommendations were built into the program by design. Direct and explicit instruction is structured around clearly modeled strategies, guided practice with immediate corrective feedback, and purposeful engagement with complex text to build comprehension and vocabulary. Instructional routines emphasize teacher clarity, structured student response, and gradual release of responsibility to ensure mastery of reading skills. Some of the resources used to support this work are: • <i>Teacher-modeled think-aloud scripts</i> • <i>Strategy anchor charts and graphic organizers</i> • <i>Text-dependent question stems and scaffolds</i> The district will support and monitor implementation of this instructional practice through instructional coaching cycles, monthly data team meetings, classroom walkthroughs using the Literacy Practice Profiles, and collaborative lesson planning. Professional learning opportunities will include training on explicit instruction strategies, comprehension scaffolds, and planning for gradual release within core and intervention instruction. Improving Adolescent Literacy: Effective Classroom and Intervention Practices • Provide explicit vocabulary instruction. Strong • Provide direct and explicit comprehension strategy instruction. Strong • Provide opportunities for extended discussion of text meaning and interpretation. Moderate • Increase student motivation and engagement in literacy learning . Moderate • Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Strong.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.	
Students with Disabilities	
Name of Program	Verbiage (as needed)
English Language Learners	
Name of Program	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. For K–3 students identified with a substantial reading deficiency or characteristics of dyslexia, the district provides explicit, systematic, cumulative, and multisensory structured literacy interventions through evidence-based instructional routines aligned to the Science of Reading. Instruction incorporates visual, auditory, kinesthetic, and tactile learning modalities; direct, teacher-led instruction; modeling; scaffolded practice; corrective feedback; and diagnostic, data-informed decision-making to address identified skill deficits and support reading proficiency.	

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

- Kindergarten–Grade 2: FAST ELA Level 1 and/or below the 10th percentile
- Grades 3–5: FAST ELA Level 1 and/or below the 20th percentile
- Demonstrating an inadequate response to Tier 2 interventions

Students meeting one or more of the criteria above, demonstrating an inadequate response to Tier 2 interventions, or scoring below 70% or below proficiency (as applicable) on two or more consecutive formative or standards-based assessments, are reviewed through the MTSS problem-solving process to determine the need for Tier 3 interventions. Additional data sources include classroom performance, diagnostic assessments, progress monitoring data, teacher observations, and the district's Assessment/Curriculum Decision Trees.

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

Beginning of Year Data

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

Grade(s)	Beginning-of-Year Tier 3 Criteria
Kindergarten–Grade 2	FAST ELA PM3 Level 1 and/or current FAST PM1 below the 10th percentile or unable to complete the practice items.
Grades 3–5	FAST ELA PM3 Level 1 and/or current FAST PM1 below the 20th percentile and/or prior-year retention for reading.
Additional Data Sources	Classroom performance, diagnostic assessments, teacher observations, progress monitoring data, and MTSS problem-solving.

Number of times per week interventions are provided: 1-2 sessions

Number of minutes per intervention session: 15-30 minutes

Intensive, Individualized Instruction/Interventions

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

Name of Program	Verbiage (as needed)

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	Verbiage (as needed)

English Language Learners

Name of Program	Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.

For K–3 students identified with a substantial reading deficiency or characteristics of dyslexia, the district provides explicit, systematic, cumulative, and multisensory structured literacy interventions through evidence-based instructional routines aligned to the Science of Reading. Instruction incorporates visual, auditory, kinesthetic, and tactile learning modalities; direct,

teacher-led instruction; modeling; scaffolded practice; corrective feedback; and diagnostic, data-informed decision-making to address identified skill deficits and support reading proficiency.

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: Summer Reading Camp will be held during the month of June, following the conclusion of the academic school year. Instruction will occur daily for a minimum of four hours per day over a four-week period. The final schedule and location(s) will be determined based on enrollment and staffing availability.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Instructional materials include Benchmark Advance core and intervention resources, UFLI Foundations, UFLI Word Origins, UFLI Decodable Texts, and grade-level novels from the B.E.S.T. 3rd Grade Book List. These resources provide explicit, systematic, and multisensory instruction across all components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Materials are selected to align with the B.E.S.T. ELA Standards and support differentiated instruction based on student needs.
Alternative Assessment Used: STAR Reading and Stanford Achievement Test, Tenth Edition (SAT10)
Additional Information (optional): Summer Reading Camp instruction is provided by highly effective teachers who are endorsed or certified in reading. Teachers are selected based on evaluation ratings from the most recent performance cycle under s. 1012.34, F.S., and must meet all certification requirements. Students receive daily instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional support is targeted based on student data and includes small group and individual interventions.

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5	
Will the district implement this option?	
☐ Yes	☒ No
If yes, please describe the grade level(s) that will be invited to participate.	

N/A

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment Savvas: My Perspectives	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other-At the conclusion of each unit of instruction.
Other District Assessment DIBELS	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment Read 180	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

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

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

Students in grades 6–8 are identified for Tier 2 and Tier 3 interventions through the district's MTSS problem-solving process. School-based MTSS teams meet monthly to review FAST ELA results, classroom performance, Savvas My Perspectives assessments, DIBELS progress monitoring, diagnostic assessments, teacher observations, and course performance to identify students requiring additional literacy support. District leadership collaborates with school-based MTSS teams quarterly to analyze student data, monitor intervention effectiveness, and ensure consistent implementation of the district's assessment and intervention decision-making process. Multiple data sources are used to determine intervention needs, monitor student progress, and adjust instructional support.

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?

School-based leadership and MTSS teams use a continuous improvement process to strengthen Tier 1 instruction. Monthly PLCs, data reviews, instructional walkthroughs, and MTSS meetings are used to analyze FAST ELA results, Savvas My Perspectives assessments, DIBELS progress monitoring, classroom formative assessments, teacher observations, and Literacy Practice Profile data to identify instructional strengths and barriers. Teachers and administrators use these data to adjust Tier 1 instruction; plan targeted professional learning and implement evidence-based instructional strategies. District leadership partners with school teams through quarterly data reviews to support problem-solving, monitor implementation, and strengthen Tier 1 instruction across the district.

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

School-based leadership and MTSS teams use a continuous improvement process to strengthen Tier 2 interventions. Monthly PLCs, data reviews, instructional walkthroughs, and MTSS meetings are used to analyze FAST ELA results, Read 180 data, DIBELS progress monitoring, classroom performance, formative assessments, teacher observations, and

intervention fidelity to identify students demonstrating an inadequate response to intervention. Teachers and interventionists use these data to adjust instructional groupings, intervention intensity, and instructional strategies based on individual student needs. District leadership partners with school teams through quarterly data reviews to support problem-solving, monitor implementation, and strengthen the effectiveness of Tier 2 interventions.

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

School-based leadership and MTSS teams use a continuous improvement process to strengthen Tier 3 interventions. Monthly PLCs, data reviews, instructional walkthroughs, and MTSS meetings are used to analyze FAST ELA results, Read 180 data, DIBELS progress monitoring, classroom performance, formative and diagnostic assessments, teacher observations, and intervention fidelity to identify students demonstrating an inadequate response to Tier 2 interventions who require more intensive instructional support. School teams use these data to adjust instructional intensity, instructional groupings, evidence-based intervention strategies, and progress-monitoring plans based on individual student needs. District leadership partners with school teams through quarterly data reviews to support problem-solving, monitor implementation, and strengthen the effectiveness of Tier 3 interventions.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning-of-Year Data	
Students must meet the following criteria at the beginning of the school year:	
Grade(s)	Beginning-of-Year Tier 1 Criteria
Grades 6–8	FAST ELA PM3 from previous year Level 3 or higher and/or current FAST PM1 Level 3 or higher , with satisfactory classroom and course performance.
Additional Data Sources	Classroom performance, course performance, teacher observations, diagnostic assessments, DIBELS progress monitoring, and MTSS problem-solving.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Tier 1 instruction is considered sufficient when at least 80% of students scoring at or above FAST Level 3- meet grade-level expectations as demonstrated through FAST progress monitoring, classroom performance, and formative and standards-based assessments. Additional data sources, including teacher observations, diagnostic assessments, instructional walkthroughs, PLC discussions, and MTSS data reviews, are used to monitor Tier 1 effectiveness and guide instructional adjustments.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas My Perspectives	2020
Read 180	2025
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	

Grades 6–8: FAST ELA Level 2.

Students meeting the criterion above or demonstrating **below 70% or below proficiency (as applicable) on two or more consecutive formative or standards-based assessments**, are reviewed through the MTSS problem-solving process to determine the need for Tier 2 interventions. **Additional data sources** include ELA course performance, diagnostic assessments, DIBELS progress monitoring, teacher observations, and classroom performance. **Students requiring Tier 2 support receive targeted, teacher-led intervention focused on identified reading skill deficits with ongoing progress monitoring to accelerate student growth.**

Tier 1 Instruction + Tier 2 Interventions		
Beginning-of-Year Data		
Students who meet the following criteria at the beginning of the school year:		
Grade(s)	Beginning-of-Year Tier 2 Criteria	
Grades 6–8	FAST ELA PM3 Level 2 and/or current FAST PM1 Level 2 .	
Additional Data Sources	ELA course performance, teacher observations, diagnostic assessments, DIBELS progress monitoring, and MTSS problem-solving.	
Number of times per week interventions are provided: 5 Sessions Number of minutes per intervention session: 20-30 minutes Course(s) where interventions take place: M/J Intensive Reading		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180	Strong	
Savvas My Perspective	State Approved List	Savvas/My Perspectives Interventions and differentiation strategies.
Direct and Explicit Classroom Intervention Instruction	Strong	Name of Program/Practice: Direct and Explicit Classroom and Intervention Instruction ESSA Evidence Level: Not identified as meeting strong, moderate or promising levels of evidence. Verbiage: Direct and Explicit Classroom and Intervention Instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. • Recommendation 1: Provide explicit vocabulary instruction — Strong Evidence

		• Recommendation 2: Provide direct and explicit comprehension strategy instruction — Strong Evidence • Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence • Recommendation 4: Increase student motivation and engagement in literacy learning — Moderate Evidence • Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence These recommendations were built into the program by design. Direct and Explicit Instruction is delivered using clearly structured lessons that include teacher modeling, guided and independent practice, frequent checks for understanding, and targeted feedback. Instruction is scaffolded based on student need, emphasizing gradual release of responsibility and alignment to grade-level expectations in vocabulary, comprehension, and fluency. Some of the resources that are used to support this work are: • Savvas: My Perspectives Teacher and Student Editions • Strategy Anchor Charts and Comprehension Graphic Organizers • Text-dependent Question Stems and Vocabulary Routines The district will support and monitor implementation of this instructional practice through literacy walkthroughs using the Literacy Practice Profiles, MTSS team data reviews, intervention fidelity checks, and coaching cycles led by school-based and district literacy coaches. Regular classroom observations and data chats will ensure consistency of delivery and instructional alignment.
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		Professional learning opportunities will include training on explicit instruction routines, comprehension strategy modeling, and differentiated lesson planning using adopted core and supplemental materials. Ongoing support will be provided through PLCs, peer collaboration, and targeted instructional coaching.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180		
Savvas My Perspective		
Direct and Explicit Classroom Intervention Instruction		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180		
Savvas My Perspective		
Direct and Explicit Classroom Intervention Instruction		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Grades 6–8: FAST ELA Level 1. Students meeting the criterion above, demonstrating an inadequate response to Tier 2 interventions, or scoring below 70% or below proficiency (as applicable) on two or more consecutive formative or standards-based assessments are reviewed through the MTSS problem-solving process to determine the need for Tier 3 interventions. Additional data sources include ELA course performance, diagnostic assessments, DIBELS progress monitoring, teacher observations, classroom performance, and Read 180 data, when applicable. Students requiring Tier 3 support receive increasingly targeted and individualized, teacher-led intervention focused on individual reading skill deficits through increased instructional intensity, flexible small-group instruction, and more frequent progress monitoring.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning-of-Year Data		
Students who meet the following criteria at the beginning of the school year:		
Grade(s)	Beginning-of-Year Tier 3 Criteria	
Grades 6–8	FAST ELA PM3 from previous year Level 1 and/or current FAST PM1 Level 1 .	
Additional Data Sources	ELA course performance, teacher observations, diagnostic assessments, DIBELS progress monitoring, and MTSS problem-solving.	
Number of times per week interventions are provided: 2-5 sessions Number of minutes per intervention session: 10-20 minutes		

Course(s) where interventions take place: M/J Intensive Reading		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180		
Savvas My Perspective		
Direct and Explicit Classroom Intervention Instruction		
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180		
Savvas My Perspective		
Direct and Explicit Classroom Intervention Instruction		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180		
Savvas My Perspective		
Direct and Explicit Classroom Intervention Instruction		

Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment	☒ Grade 9 ☒ Grade 10 ☒ Grade 11	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Savvas: My Perspectives	☒ Grade 12 ☒ All Students ☐ Select Students	☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☒ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other- At the conclusion of each unit of instruction.
Other District Assessment DIBELS	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment Read 180	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☒ Other-- At the conclusion of each unit of instruction.
Other District Assessment DAR-Diagnostic Assessment of Reading	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

Students in grades 9–12 are identified for Tier 2 or Tier 3 interventions through a data-driven MTSS problem-solving process using multiple sources of assessment and instructional data. Universal screening and progress monitoring results, Savvas My Perspectives assessments, DIBELS progress monitoring, Read 180 data (when applicable), classroom performance, ELA course performance, diagnostic assessments, and teacher observations are reviewed during grade-level PLCs, school-based MTSS meetings, and district data reviews to identify students demonstrating persistent

reading difficulties or inadequate progress. Students meeting established decision-making criteria or demonstrating continued skill deficits are referred to the MTSS team for review. The MTSS team analyzes multiple data sources to identify individual reading skill deficits, determine the appropriate level of instructional support, and develop or revise intervention plans based on student need. Student progress is monitored regularly, and intervention intensity, instructional strategies, grouping, frequency, or duration are adjusted based on the student's response to intervention. District leadership partners with school teams through quarterly data reviews to monitor implementation, support problem-solving, and ensure students receive the appropriate level of intervention.

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

School-based leadership and MTSS teams use a continuous improvement process to strengthen Tier 1 instruction. Monthly PLCs, data reviews, instructional walkthroughs, and MTSS meetings are used to analyze FAST ELA results, Savvas My Perspectives assessments, classroom performance, formative and diagnostic assessments, teacher observations, and ELA course performance to identify instructional strengths and barriers. School teams use these data to guide instructional adjustments and professional learning. When Tier 1 instructional practices are identified as ineffective, as evidenced by fewer than 80% of students demonstrating proficiency on standards-based assessments, grade-level PLCs engage in a structured problem-solving process to analyze assessment results, evaluate alignment between the curriculum and the assessed benchmark, and determine whether adjustments to curriculum, instruction, or implementation are needed. Based on the findings, teachers provide targeted reteaching using supplemental evidence-based materials, reassess student learning, and document instructional adjustments to inform future instruction. District leadership partners with school teams through quarterly data reviews to support problem-solving, monitor implementation, and strengthen the effectiveness of Tier 1 instruction. nroup reteaches and reassesses with supplemental material and makes notes for utilization in the future.

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

School-based leadership and MTSS teams use a continuous improvement process to strengthen Tier 2 interventions. Monthly PLCs, data reviews, instructional walkthroughs, and MTSS meetings are used to analyze FAST ELA results, Read 180 data, DIBELS progress monitoring, classroom performance, formative and diagnostic assessments, teacher observations, and ELA course performance to identify students demonstrating an inadequate response to Tier 1 instruction who require supplemental intervention. School teams use these data to adjust instructional groupings, intervention strategies, and progress-monitoring plans based on individual student needs. When students do not demonstrate adequate progress, the MTSS team engages in a structured problem-solving process to analyze student response to intervention, identify barriers to learning, and determine whether adjustments to intervention intensity, instructional strategies, frequency, duration, or grouping are needed. Student progress is reassessed following instructional adjustments to evaluate intervention effectiveness. District leadership partners with school teams through quarterly data reviews to support problem-solving, monitor implementation, and strengthen the effectiveness of Tier 2 interventions.

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

School-based leadership and MTSS teams use a continuous improvement process to strengthen Tier 3 interventions. Monthly PLCs, data reviews, instructional walkthroughs, and MTSS meetings are

used to analyze FAST ELA results, Read 180 data, DIBELS progress monitoring, classroom performance, formative and diagnostic assessments, teacher observations, and ELA course performance to identify students demonstrating an inadequate response to Tier 2 interventions who require more intensive instructional support. School teams use these data to adjust instructional intensity, instructional groupings, evidence-based intervention strategies, and progress-monitoring plans based on individual student needs. During the MTSS problem-solving process, intervention data are reviewed regularly to evaluate student response to Tier 3 support and determine whether adjustments to instructional intensity, frequency, duration, grouping, or evidence-based instructional strategies are needed. Parents receive ongoing communication regarding student progress, and intervention plans are revised as appropriate based on student performance data. District leadership partners with school teams through quarterly data reviews to support problem-solving, monitor implementation, and strengthen the effectiveness of Tier 3 interventions.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning-of-Year Data	
Students must meet the following criteria at the beginning of the school year:	
Grade(s)	Beginning-of-Year Tier 1 Criteria
Grades 9-12	FAST ELA PM3 from previous year Level 3 or higher and/or current FAST PM1 Level 3 or higher , with satisfactory classroom and course performance.
Additional Data Sources	Classroom performance, course performance, teacher observations, diagnostic assessments, DIBELS progress monitoring, and MTSS problem-solving.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Tier 1 instruction is considered sufficient when at least 80% of students meet grade-level expectations as demonstrated through FAST progress monitoring, classroom performance, and formative and standards-based assessments. Additional data sources, including teacher observations, diagnostic assessments, instructional walkthroughs, PLC discussions, and MTSS data reviews, are used to monitor Tier 1 effectiveness and guide instructional adjustments.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas My Perspectives	2020
Read 180	2025
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students participating in the state's coordinated screening and progress monitoring system: FAST ELA Level 2. Students meeting the criterion above, or students who have not yet met the state graduation assessment requirement for reading and demonstrate the need for supplemental intervention, or demonstrating below 70% or below proficiency (as applicable) on two or more consecutive formative or standards-based assessments, are reviewed through the MTSS problem-solving	

process to determine the need for Tier 2 interventions. Additional data sources include ELA course performance, diagnostic assessments, DIBELS progress monitoring, teacher observations, and classroom performance. Students requiring Tier 2 support receive targeted, teacher-led intervention focused on identified reading skill deficits with ongoing progress monitoring.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning-of-Year Data		
Students who meet the following criteria at the beginning of the school year:		
Grade(s)	Beginning-of-Year Tier 2 Criteria	
Grades 9-10	FAST ELA PM3 Level 2 and/or current FAST PM1 Level 2.	
Grades 11-12	Students who have not yet met the state graduation assessment requirement for reading and demonstrate the need for Tier 2 intervention based on multiple data sources.	
Additional Data Sources	ELA course performance, teacher observations, diagnostic assessments, DIBELS progress monitoring, and MTSS problem-solving.	
Number of times per week interventions are provided: 5 Sessions Number of minutes per intervention session: 20-30 minutes Course(s) where interventions take place: Intensive Reading Course		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180	Strong	
Savvas My Perspective	State Approved List	Savvas/My Perspectives Interventions and differentiation strategies.
Direct and Explicit Classroom Intervention Instruction	Strong	Name of Program/Practice: Direct and Explicit Classroom and Intervention Instruction ESSA Evidence Level: Not identified as meeting strong, moderate or promising levels of evidence. Verbiage: Direct and Explicit Classroom and Intervention Instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. • Recommendation 1: Provide explicit vocabulary instruction — Strong Evidence • Recommendation 2: Provide direct and explicit comprehension strategy instruction — Strong Evidence • Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence

		• Recommendation 4: Increase student motivation and engagement in literacy learning — Moderate Evidence • Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence These recommendations were built into the program by design. Direct and Explicit Instruction is delivered using clearly structured lessons that include teacher modeling, guided and independent practice, frequent checks for understanding, and targeted feedback. Instruction is scaffolded based on student need, emphasizing gradual release of responsibility and alignment to grade-level expectations in vocabulary, comprehension, and fluency. Some of the resources that are used to support this work are: • Savvas: My Perspectives Teacher and Student Editions • Strategy Anchor Charts and Comprehension Graphic Organizers • Text-dependent Question Stems and Vocabulary Routines The district will support and monitor implementation of this instructional practice through literacy walkthroughs using the Literacy Practice Profiles, MTSS team data reviews, intervention fidelity checks, and coaching cycles led by school-based and district literacy coaches. Regular classroom observations and data chats will ensure consistency of delivery and instructional alignment. Professional learning opportunities will include training on explicit instruction routines, comprehension strategy modeling, and differentiated lesson planning using adopted core and supplemental materials. Ongoing support will be provided through PLCs, peer collaboration, and targeted instructional coaching.
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180		
Savvas My Perspective		
Direct and Explicit Classroom Intervention Instruction		

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180		
Savvas My Perspective		
Direct and Explicit Classroom Intervention Instruction		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students participating in the state's coordinated screening and progress monitoring system: FAST ELA Level 1. Students meeting the criterion above, students who have not yet met the state graduation requirement for the Grade 10 ELA assessment and demonstrate an inadequate response to Tier 2 interventions, or students scoring below 70% or below proficiency (as applicable) on two or more consecutive formative or standards-based assessments are reviewed through the MTSS problem-solving process to determine the need for Tier 3 interventions. Additional data sources include ELA course performance, diagnostic assessments, DIBELS progress monitoring, Read 180 data (when applicable), teacher observations, and classroom performance. Students requiring Tier 3 support receive increasingly targeted and individualized, teacher-led intervention focused on individual reading skill deficits through increased instructional intensity, flexible small-group instruction, and more frequent progress monitoring.		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning-of-Year Data		
Students who meet the following criteria at the beginning of the school year:		
Student Group	Beginning-of-Year Tier 3 Criteria	
Students participating in the FAST ELA assessment	FAST ELA PM3 Level 1 and/or current FAST PM1 Level 1, as applicable.	
Students who have not yet met the state Grade 10 ELA assessment graduation requirement	Reviewed for Tier 3 intervention based on assessment results and multiple data sources.	
Additional Data Sources	ELA course performance, teacher observations, diagnostic assessments, DIBELS progress monitoring, and MTSS problem-solving.	
Number of times per week interventions are provided: 2-5 sessions Number of minutes per intervention session: 10-20 minutes Course(s) where interventions take place: Intensive Reading Course		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180	Strong	
Savvas My Perspective	State Approved List	Savvas/My Perspectives Interventions and differentiation strategies.
Direct and Explicit Classroom Intervention Instruction	Strong	Name of Program/Practice: Direct and Explicit Classroom and Intervention Instruction ESSA Evidence Level: Not identified as meeting strong, moderate or promising levels of evidence. Verbiage: Direct and Explicit Classroom and Intervention Instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. • Recommendation 1: Provide explicit vocabulary instruction — Strong Evidence • Recommendation 2: Provide direct and explicit comprehension strategy instruction — Strong Evidence • Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence • Recommendation 4: Increase student motivation and engagement in literacy learning — Moderate Evidence

		• Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence These recommendations were built into the program by design. Direct and Explicit Instruction is delivered using clearly structured lessons that include teacher modeling, guided and independent practice, frequent checks for understanding, and targeted feedback. Instruction is scaffolded based on student need, emphasizing gradual release of responsibility and alignment to grade-level expectations in vocabulary, comprehension, and fluency. Some of the resources that are used to support this work are: • Savvas: My Perspectives Teacher and Student Editions • Strategy Anchor Charts and Comprehension Graphic Organizers • Text-dependent Question Stems and Vocabulary Routines The district will support and monitor implementation of this instructional practice through literacy walkthroughs using the Literacy Practice Profiles, MTSS team data reviews, intervention fidelity checks, and coaching cycles led by school-based and district literacy coaches. Regular classroom observations and data chats will ensure consistency of delivery and instructional alignment. Professional learning opportunities will include training on explicit instruction routines, comprehension strategy modeling, and differentiated lesson planning using adopted core and supplemental materials. Ongoing support will be provided through PLCs, peer collaboration, and targeted instructional coaching.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180		
Savvas My Perspective		
Direct and Explicit Classroom Intervention Instruction		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Read 180		
Savvas My Perspective		
Direct and Explicit Classroom Intervention Instruction		

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

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

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

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

Name of Professional Learning	Target Audience	Description
Gulf District Reading Endorsement Pathway (FCRR)	K-12 Instructional Personnel and Certified PreK Teachers	Gulf District Schools, in partnership with the Florida Center for Reading Research (FCRR), provides a district-based Reading Endorsement pathway to increase teacher expertise in scientifically researched and evidence-based reading instruction. Participants engage in coursework aligned to the Science of Reading, Florida's Formula for Reading Success, assessment literacy, intervention, and evidence-based instructional practices to earn the Florida Reading Endorsement.
Florida's Formula for Reading Success	Instructional Personnel and Certified PreK Teachers	Professional learning focused on the Science of Reading, the six components of reading, assessment literacy, and the implementation of Florida's Formula for Reading Success (6 + 4 + T1 + T2 + T3). Training will emphasize explicit, systematic, and sequential reading instruction, including multisensory intervention strategies aligned to student needs.

UFLI Foundations	K-Grade 2 Teachers, ESE Teachers, Interventionists, Administrators	Ongoing training and coaching to support implementation of UFLI Foundations, including phonemic awareness, phonics, decoding, encoding, progress monitoring, intervention grouping, and instructional decision-making based on student data.
Heggerty Phonemic Awareness	PreK-Grade 1 Teachers, ESE Teachers, Interventionists	Professional learning focused on the implementation of Heggerty to strengthen phonological and phonemic awareness through explicit and systematic instruction aligned to the Science of Reading.
B.E.S.T. ELA Standards and Benchmark Alignment	K-12 ELA Teachers, Administrators, Literacy Leadership Teams	Training focused on standards-based instruction, benchmark mastery, instructional planning, higher-order questioning, and the use of formative and summative assessment data to monitor student progress toward mastery of the B.E.S.T. ELA Standards.
PRISMS Toolkit and Secondary Literacy	Grades 6-12 ELA Teachers, Content Area Teachers, Administrators	Professional learning utilizing the PRISMS Toolkit to strengthen disciplinary literacy, vocabulary, morphology, multisyllabic word reading, comprehension, and evidence-based literacy practices across content areas. Training will support implementation of literacy strategies that improve student access to complex texts and grade-level content.
Summer Literacy Institute, Secondary Literacy Institute, and BSIS Standards & Instructional Support	District Leaders, Principals, Literacy Leadership Teams, Teacher Leaders	Participants will engage in Florida Department of Education professional learning opportunities and utilize acquired resources, LiveBinders, and implementation tools to provide turnkey training, PLC support, and job-embedded coaching at the district and school levels.
Interactive Read-Alouds and B.E.S.T. Novel Studies	K-12 Teachers	Professional learning focused on the use of complex texts, Interactive Read-Alouds, B.E.S.T. novels, vocabulary development, text-dependent questioning, writing in response to reading, and standards-aligned instruction.
MTSS and Data-Based Decision Making	Administrators, Literacy Leadership Teams, Teachers, Interventionists	Training on the use of FAST, STAR, DIBELS, diagnostic assessments, and classroom-based data to identify student needs, determine appropriate interventions, monitor progress, and evaluate the effectiveness of instruction and intervention.

Supporting Students with Disabilities Through Evidence-Based Literacy Practices	ESE Teachers, General Education Teachers, Interventionists, Administrators	Professional learning focused on implementing evidence-based literacy practices for students with disabilities, including accommodations, specially designed instruction, progress monitoring, Universal Design for Learning (UDL), and the integration of literacy supports within Tier 1, Tier 2, and Tier 3 instruction. Training will emphasize access to grade-level B.E.S.T. ELA Standards and data-driven instructional decision making.
Multisensory and Student Engagement Strategies for Literacy Learning	PreK-12 Teachers, Interventionists, Administrators	Professional learning focused on increasing student engagement through explicit, systematic, and multisensory instructional strategies aligned to the Science of Reading. Teachers will explore strategies that promote active participation, oral language development, collaborative learning, vocabulary acquisition, comprehension, and increased engagement with complex texts across content areas.
Read 180 Intensive Reading Implementation	Intensive Reading Teachers, ESE Teachers, Administrators, Literacy Coach	Professional learning focused on the effective implementation of Read 180, including instructional routines, blended learning components, intervention grouping, progress monitoring, data analysis, and differentiation. Training will support teachers in providing intensive, evidence-based literacy instruction to accelerate reading achievement for students requiring additional support.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. Gulf District Schools provides ongoing professional learning opportunities to support instructional personnel and certified PreK teachers in earning certifications, credentials, endorsements, and advanced training in scientifically researched and evidence-based reading instruction. During the 2026-2027 school year, the district will implement the Gulf District Reading Endorsement Pathway in partnership with the Florida Center for Reading Research (FCRR). This district-supported cohort model will provide instructional personnel and certified PreK teachers with access to Reading Endorsement coursework aligned to the Science of Reading, Florida's Formula for Reading Success, assessment literacy, intervention, and evidence-based instructional practices.		

In addition to Reading Endorsement coursework, teachers are encouraged to pursue Reading Certification, literacy micro-credentials, and other Florida Department of Education-approved literacy professional learning opportunities. Professional learning opportunities include Florida's Formula for Reading Success, UFLI Foundations, Heggerty, B.E.S.T. ELA Standards, PRISMS Toolkit implementation, Read 180, strategies for supporting students with disabilities, multisensory instructional practices, and evidence-based literacy instruction designed to improve student outcomes. District leadership will support participation in state and regional literacy training opportunities and utilize available literacy funding, when appropriate, to build teacher capacity and expand expertise in literacy instruction, intervention, and student achievement.

Differentiated Professional Learning

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

Professional learning is differentiated and intensified based on student performance data, progress monitoring results, instructional walkthroughs, classroom observations, and identified school and teacher needs. FAST, STAR, UFLI, classroom assessment, intervention, and MTSS data are reviewed regularly to identify trends, determine professional learning priorities, and ensure instructional practices are aligned to student needs and mastery of the B.E.S.T. ELA Standards.

Schools, grade levels, and teachers demonstrating lower student outcomes or identified instructional needs receive targeted coaching, modeling, collaborative planning, and professional learning focused on specific areas for growth. Additional support may include training in foundational reading skills, multisensory instructional practices, strategies for supporting students with disabilities, student engagement strategies, disciplinary literacy, intervention implementation, assessment literacy, and standards-aligned instruction. Professional learning is further differentiated through coaching cycles, data meetings, PLCs, demonstration classrooms, and job-embedded support provided by literacy coaches, administrators, mentor teachers, and Literacy Leadership Team members. Additional professional learning opportunities are leveraged through partnerships with the Panhandle Area Educational Consortium (PAEC), Florida Department of Education initiatives, and regional literacy networks to build instructional capacity and address identified district and school needs.

Professional learning priorities are informed by district and school data reviews and strengthened through participation in the Florida Department of Education Summer Literacy Institute, Secondary Literacy Institute, BSIS Standards and Instructional Support professional learning, and PRISMS Toolkit implementation. These resources are utilized to provide targeted support and continuous improvement opportunities that strengthen Tier 1 instruction, improve intervention effectiveness, and increase student achievement in literacy.

Mentor Teachers

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

Mentor teachers are identified through a collaborative process involving principals, district leadership, and Literacy Leadership Teams. Selection is based on demonstrated instructional effectiveness, student achievement data, implementation of evidence-based literacy practices, leadership capacity, and a willingness to support colleagues. Teachers who demonstrate strong

outcomes in literacy instruction, intervention implementation, classroom management, and student engagement may serve as mentor teachers.

Model classrooms are established by identifying teachers who consistently demonstrate effective, standards-aligned instructional practices and successful implementation of district literacy initiatives. These classrooms provide opportunities for peer observations, demonstration lessons, instructional rounds, collaborative planning, and job-embedded professional learning. Mentor teachers work alongside literacy coaches, administrators, and teacher leaders to model effective instructional strategies, intervention practices, student engagement techniques, and the use of assessment data to inform instruction. Model classrooms support continuous improvement by providing authentic examples of high-quality literacy instruction aligned to the Science of Reading and the B.E.S.T. ELA Standards.

Professional Learning Time

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

Teachers are provided dedicated time for professional learning through weekly common planning periods by grade level, department, or content area. During this time, teams engage in collaborative planning, data analysis, and instructional reflection focused on improving student mastery of the B.E.S.T. ELA Standards and responding to student needs.

Schools also provide monthly department and Literacy Leadership Team meetings focused on evidence-based literacy instruction, MTSS implementation, and student achievement. Professional learning is further supported through coaching cycles, collaborative planning, model classrooms, district professional learning days, and turnkey training from Florida Department of Education and PAEC professional learning opportunities.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description

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.

Gulf District Schools immediately notifies parents in writing when their child is identified as having a substantial deficiency in reading in accordance with s. 1008.25(5)(d), F.S., and Rule 6A-6.053, F.A.C. Parents are provided information regarding the assessments used to identify the reading deficiency, the student's performance data, and the specific reading interventions and supports that will be implemented. Parents are consulted in the development of the student's Individualized

Progress Monitoring Plan (IPMP) within the required timeline and are informed of strategies to support reading development at home.

District communications include information regarding progress monitoring, intervention services, promotion requirements, and available resources to support student success. Families are also provided information regarding characteristics of dyslexia and other learning difficulties, evaluation procedures, and available supports and services. Ongoing communication is maintained throughout the school year to provide updates on student progress and intervention effectiveness.

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).

During the 2026-2027 school year, the district will continue partnering with the Education Foundation of Gulf County to host New Worlds Reading Community Events and New Worlds Reading Family Literacy Workshops designed to connect families with literacy resources and promote reading engagement. In collaboration with the University of Florida New Worlds Reading Family Engagement Team, the district will support teachers, families, and students in accessing the expanding programs, resources, and family supports available through the New Worlds Reading Initiative.

Elementary schools also provide family literacy nights, parent workshops, take-home literacy activities, and information regarding free books and reading resources available through New Worlds Reading. Targeted outreach is provided to families of students with substantial reading deficiencies to ensure they are aware of available supports, intervention services, and opportunities to strengthen literacy development at home.

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

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

Gulf District Schools prioritizes the assignment of highly effective teachers in kindergarten through grade 2 to support the development of foundational literacy skills and improve reading outcomes for students. Principals consider teacher effectiveness data, student needs, and grade-level staffing when making classroom assignments. Whenever possible, highly effective teachers are strategically placed across primary grade levels and assigned to classrooms serving students with the greatest literacy needs. This approach helps ensure that students who are at risk for reading difficulties receive instruction from experienced educators with a demonstrated record of improving student achievement through evidence-based literacy practices aligned to the Science of Reading and the B.E.S.T. ELA Standards.

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

Signature: <i>Melissa Hancock</i>	Date: 07/27/2026
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Melissa Hancock