

Hamilton School 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	Carol Milton	Carol.milton@hamiltonfl.com	(386)792-7812
Data Element	Samatha Norris	Samantha.norris@hamiltonfl.com	(386)792-7823
Third Grade Promotion	Kathy Griffin	Kathy.griffin@hamiltonfl.com	(386)792-8001
Multi-Tiered System of Supports	Kelly Johnsonson	Kelly.johnson@hamiltonfl.com	(386)792-8017
Other (Enter Responsibility)			
Superintendent	Lee Zamora	Dorothy.zamora@hamiltonfl.com	(386)792-7802
ELA/Reading	Chris Combass	Chris.combass@hamiltonfl.com	(386)792-7814
Professional Learning	Carol Milton	Carol.milton@hamiltonfl.com	(386)792-7812
Exceptional Student Education (ESE)	Annie Pinello	Annie.pinello@hamiltonfl.com	(386)792-7851
English Language Learners (ELL)	Norma Zamora	Norma.zamora@hamiltonfl.com	(386)792-7806

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 (where applicable)
Elementary Expenses		
Literacy coaches		
Intervention teachers	\$43,019.00	.50
Scientifically researched and evidence-based supplemental instructional materials	\$ 794.00	
Third grade summer reading camps	\$12,000.00	3
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$52,168.00	.50
Intervention teachers	\$43,019.00	.50
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$ 4,000.00	
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	\$155,000.00	

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	7	6	68	69

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

Implementing PLCs grounded in the Science of Reading along with job embedded modeling and support for evidence-based instructional strategies. Learning walks at the school and district levels to collect instructional data for targeted support. Intervention support will be an additional layer for identified at-risk students.

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	21	14	45	77
1	30	18	53	58
2	30	12	45	58
3	21	13	55	61
4	34	13	35	58
5	26	18	35	53
6	17	23	56	54
7	36	21	37	56
8	53	27	22	53
9	40	27	33	53
10	38	27	36	53

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	Evidence-based strategies, student engagement, rigorous instruction through monthly instructional reviews	FAST Progress Monitoring – 3 times per year. DIBELS Progress Monitoring will be administered 3 times per year for all K-2 students. Evidence-based strategies, student engagement, rigorous instruction through weekly instructional reviews.
Actions for continuous support and improvement	Conduct monthly Teaching and Learning meetings and principal meetings to discuss instruction, review data as applicable, and develop action steps for improvement	Monthly Grade Level PLCs and monthly Grade Level Data meetings focused on the continuous improvement cycle for literacy instruction. MTSS meetings for targeted students focused on interventions and student progress for Tier 2/3.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Evidence-based strategies, student engagement, rigorous instruction through monthly instructional reviews	FAST Progress Monitoring – 3 times per year. Evidence-based strategies, student engagement, rigorous instruction through weekly instructional reviews.
Actions for continuous support and improvement	Conduct monthly Teaching and Learning meetings and principal meetings to discuss instruction, review data as applicable, and develop action steps for improvement	Monthly Grade Level PLCs and monthly Grade Level/ Department meetings focused on the continuous improvement cycle for literacy instruction. Quarterly data meetings with teachers. Monthly student data chats with teacher facilitation.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Evidence-based strategies, student engagement, rigorous instruction through monthly instructional reviews	FAST Progress Monitoring – 3 times per year. ACT, SAT, PERT after each assessment administration. Evidence-based strategies, student engagement, rigorous instruction through weekly instructional reviews.
Actions for continuous support and improvement	Conduct monthly Teaching and Learning meetings and principal meetings to discuss instruction, review data as applicable, and develop action steps for improvement	Monthly Grade Level PLCs and monthly Grade Level/ Department meetings focused on the continuous improvement cycle for literacy instruction. Quarterly data meetings with teachers. Monthly student data chats with teacher facilitation.

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.

Implementation of UFLI as K-2 foundational curriculum with the use of DIBELS as a progress monitoring tool. MindPlay will be used for targeted ELL & SWD students. Continue focusing on rigorous Tier 1 instruction.

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

Principals will monitor implementation of the reading plan through the creation of the master schedule, ensuring implementation of evidence-based materials and strategies, lesson plan reviews, learning walks, facilitation of PLCs and grade level/department/school data meetings focused on the continuous improvement cycle for 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 will monitor collection and utilization of assessment data to inform instruction and support needs of students through data meetings, PLCs, MTSS meetings, and targeted professional learning to support teachers in implementation of effective strategies for reading instruction.

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

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

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

☒ Yes

☐ No

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

N/A

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

The literacy coach model is communicated to principals through monthly Teaching and Learning meetings and principal meetings, school-level meetings, emails, and face-to-face meetings as needed.

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

The District Reading Coach is supported by the district through participation in the monthly Teaching and Learning meetings which provide the coach with updates, concerns, and suggestions for targeted areas of coaching. The coach attends Train-the-Trainer trainings and conferences throughout the year to hone coaching skills and provide teachers with effective strategies to increase literacy knowledge and instruction.

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 Reading Coach participates in the monthly Teaching and Learning meetings which include periodic review of progress monitoring data. The coach works with the district and school-level administration to develop a plan to jointly support teachers and provide professional learning based on the identified areas of need. The coach also collaborates with key district personnel to access outside consultants as needed for professional learning and targeted coaching support.

The coach serves as a mentor for new teachers participating in the Professional Learning Certification Program (PLCP) and Professional Preparation and Education Competence (PEC) programs.

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

The District Reading Coach provides updates at the monthly Teaching and Learning meetings regarding activities. The coach maintains a daily log of activities which is monitored by the Coordinator of Professional Learning. This is ongoing communication with district and school-level leadership and teachers to implement the Decision Tree with fidelity.

A mentor log is maintained by district assigned mentors serving teachers participating in the PEC and PLCP programs which include the coaching cycle.

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

Review of coaching log and district-wide ELA student performance data with specific emphasis on teachers identified for targeted support.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The Superintendent, Director of Teaching and Learning, District Professional Learning Coordinator, District Coordinator of Exceptional Student Education, District Reading Coach, District ELL Specialist, MTSS Specialist, school-based administrators and curriculum coordinators collaborate to conduct professional learning and ongoing support through school site PLCs to ensure teachers have a comprehensive understanding of Florida's Formula for Success and utilize this information in aligning reading instruction. Instruction and/or remediation in the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension) will be provided utilizing evidence-based programs and strategies.

Teams will conduct a comprehensive review of screening and diagnostic data in the summer to design and plan instruction based on the B.E.S.T. Standards and student needs. In addition, teams will assign students to tiers and plan for appropriate interventions. Students with IEPs or ELL plans will receive support as determined by their plan. Teachers implementing interventions will maintain ongoing data on student progress to address the needs of ELLs and Students with Disabilities. Plans are adjusted as new progress monitoring data becomes available.

The district works closely with NEEFEC and the State Regional Literacy Director to support teachers and provide targeted professional learning on B.E.S.T. Standards and ELD Standards (ACCESS for ELLs).

The Teaching and Learning Team will support and monitor implementation which include lesson plans and conduct classroom learning walks. District personnel including the Superintendent, Director of Teaching and Learning, Coordinator of Professional Learning, District Reading Coach, District ELL Specialist, Coordinator of Exceptional Student Education, MTSS Specialist, school-level administrators and curriculum coordinators will review student data with teachers and assist in refining, modifying, or changing interventions as needed to ensure students are progressing toward proficiency.

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.

Using STAR Early Literacy, PreK students will be assessed three times per year. School-based Administration, Coordinator of Exceptional Student Education, Coordinator of Professional Learning, and District Reading Coach will review fall data with PreK teachers to plan appropriate instruction based on Florida Early Learning and Development Standards. Instructional staff will be supported in the use of the district adopted evidence-based curriculum and strategies for teaching foundational skills.

Students identified with significant deficiencies will be given additional differentiated support. Students with IEPs or ELL plans will receive support as determined by their plan. Teachers implementing interventions will maintain ongoing data on student progress to address the needs of ELLs and Students with Disabilities.

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

Frog Street curriculum is the district adopted core instructional material. Supplemental materials include Heggerty and VPK Learning Center Activities (Office of Early Learning).

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.](#)

Differentiated small group instruction for targeted deficiencies are provided in the classroom. Additional interventions are provided by a designated interventionist using multisensory instructional materials and strategies for teaching the foundational skills.

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?
Other District Assessment	☐ VPK ☐ PreK	☐ Oral Language ☒ Phonological	☒ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

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?
DIBELS	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	Monitoring ☐ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
	☒ All Students ☐ Select Students			
Other District Assessment DIBELS / Maze	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ 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
	☐ All Students ☒ Select Students			
Other District Assessment Saxon Phonics	☐ VPK ☐ PreK ☒ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ 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
	☐ All Students ☒ Select Students			
Other District Assessment MindPlay	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ 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
	☐ All Students ☒ Select Students			
Other District Assessment Amira	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ 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 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 ☐ All Students ☒ Select Students	☒ Comprehension		☒ As Needed ☒ Other
Other District Assessment Phonics for Reading	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment Wonders Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment Core Phonics Survey	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment Magnetic Reading	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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?
Other District Assessment	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ 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
iReady	☒ All Students ☐ Select Students			

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 is identified as in need of Tier 3 interventions;
- A student in grades K-3 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
 - For kindergarten, 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, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window 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 on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

The criteria for identifying students in need of Tier 2/Tier 3 interventions are as follows:

Tier 2

Kindergarten-2nd grades: FAST STAR Level 2 and Level 1 at or above 10th percentile

3rd grade: FAST Cambium ELA Level 2 and Level 1 at or above 20th percentile

K-3 student retained from previous year

Tier 3

Kindergarten-2nd grades: FAST STAR Level 1 below the 10th percentile or unable to complete the practice items at the beginning or middle of the year or Level 1 at the end of the year or student retained from previous year

3rd grade: FAST Cambium ELA Level 1 below the 20th percentile at the beginning or middle of the year or student retained from previous year

To implement tiered reading instruction, the following process is used:

Tier 2 Interventions

Following a review of assessment and progress monitoring data, students who are not meeting grade-level expectations will be identified and placed in small groups for targeted Tier 2 interventions. Instruction will be aligned to each student's specific areas of need and delivered using evidence-based, explicit, and systematic strategies. Student progress will be monitored at least every two weeks to evaluate effectiveness and guide instructional adjustments.

Tier 3 Interventions

Students who do not demonstrate sufficient progress in Tier 2 will receive more intensive, individualized Tier 3 interventions. These interventions will be delivered in very small groups or individually, focusing on specific skill deficits with increased intensity and scaffolding. Progress monitoring will occur at least weekly to inform instructional decisions. If progress monitoring data indicates limited growth at Tier 3, students will be referred to the formal MTSS problem-solving process for additional evaluation and support.

Ongoing Data Review

In addition to frequent progress monitoring, student performance data are reviewed monthly during data team meetings. These reviews guide tier placement decisions and inform adjustments to intervention intensity, duration, and instructional focus to ensure all students receive the support needed to make progress in reading.

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

The criteria for identifying students in need of Tier 2/Tier 3 interventions are as follows:

Tier 2

4th-5th grades: FAST Cambium ELA Level 2 and Level 1 at or above 20th percentile

Tier 3

4th-5th grades: FAST Cambium ELA Level 1 below the 20th percentile

To implement tiered reading instruction, the following process is used:

Tier 2 Interventions

Following a review of assessment and progress monitoring data, students who are not meeting grade-level expectations will be identified and placed in small groups for targeted Tier 2 interventions. Instruction will be aligned to each student's specific areas of need and delivered using evidence-based, explicit, and systematic strategies. Student progress will be monitored at least every two weeks to evaluate effectiveness and guide instructional adjustments.

Tier 3 Interventions

Students who do not demonstrate sufficient progress in Tier 2 will receive more intensive, individualized Tier 3 interventions. These interventions will be delivered in very small groups or individually, focusing on specific skill deficits with increased intensity and scaffolding. Progress monitoring will occur at least weekly to inform instructional decisions. If progress monitoring data indicates limited growth at Tier 3, students will be referred to the formal MTSS problem-solving process for additional evaluation and support.

Ongoing Data Review

In addition to frequent progress monitoring, student performance data are reviewed monthly during data team meetings. These reviews guide tier placement decisions and inform adjustments to intervention intensity, duration, and instructional focus to ensure all students receive the support needed to make progress in reading.

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. If not included within the Decision Tree, 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.

The district will use progress monitoring data from FAST STAR and Cambium to identify K-3 students with characteristics of dyslexia. Identified students will be placed on Tier 3 and will receive additional supports aligned to the areas of deficiencies.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to [s. 1008.25\(9\), F.S.](#) Name the screener(s) utilized.

Based on FAST STAR or Cambium, K-3 students with characteristics of dyslexia will be administered screening using FAST STAR CBM, MindPlay, or Amira.

4. Explain how the effectiveness of Tier 1 instruction is monitored.

The District Teaching and Learning Team reviews progress monitoring data and conducts instructional reviews to monitor implementation and effectiveness. Based on progress monitoring data and information collected during learning walks, targeted professional learning and/or coaching is implemented to assist teachers with improving Tier 1 instruction and increase student achievement.

5. Explain how the effectiveness of Tier 2 interventions is monitored.

Effectiveness of Tier 2 interventions are monitored through data reviews by the school leadership team with teachers, MTSS meetings, and District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans and conducting instructional reviews to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.

6. Explain how the effectiveness of Tier 3 interventions is monitored.

Effectiveness of Tier 3 interventions are monitored through weekly data review by classroom teachers, monthly data chats by the school leadership with grade level team, MTSS meetings, and District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans and conducting instructional reviews to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.

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 Kindergarten-2 nd grade FAST ELA PM 3 and/or FAST ELA PM 1 above 40% 3 rd – 5 th Grade: FAST ELA PM3 Level ≥3 and/or FAST ELA PM 1 above the 40%		
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Kindergarten-2 nd grade FAST ELA PM 3 and/or FAST ELA PM 1 above 40% 3 rd – 5 th Grade: FAST ELA PM3 Level ≥3 and/or FAST ELA PM 1 above the 40%		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Data is compiled and reviewed by the school leadership team and shared with the District Teaching and Learning Team. The school-level administration team meets with teachers during PLCs to review student data to identify and solve problems with Tier 1 instruction. Based on data, tiers of instruction are adjusted and plans for intervention support are developed. The administration team conducts weekly review of teacher lesson plans which include Tier 1 instruction.		
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
McGraw-Hill Wonders – Florida State adopted curriculum	2021	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Kindergarten-2 nd grades: FAST ELA Level 2 and/or Level 1 at or above 10 th percentile 3 rd -5 th grades: FAST ELA Level 2 and/or above 20 th percentile The student has demonstrated deficits in one or more components of reading, as evidenced by consecutive formative assessment results, teacher observation data, or performance at least one grade level below on the i-Ready diagnostic.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Kindergarten- 2 nd Grade FAST ELA PM3 and/or current PM 1 Level 2 and/or between the 10 th and 40 th percentile. 3 rd -5 th Grade: Retained in a previous year and/or PM3 FAST Level 2 and/or between the 21 st and 39 th percentile		
Number of times per week interventions are provided: 3-4 times per week Number of minutes per intervention session: 15-20 minutes each session		
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)
Sound Partners	Strong	

Amira	Promising	
iReady	Moderate	
Magnetic Reading Foundations	Moderate	
MindPlay		<u>MindPlay</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation(s): *2 (Strong)-Develop awareness of the segments of sound in speech and how they link to letters. -Level 1-Teach students to recognize and manipulate segments of sound in speech. -Level 2-Teach students letter-sound relationships. -Level 3-Using word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness. *3 (Strong)-Teach students to decode words, analyze word parts, and write and recognize words. -Level 1-Teach students to blend letter sounds and sound-spelling patterns from left to right withing a word to produce a recognizable pronunciation. -Level 2-Instruct students in common sound-spelling patterns. -Level 3-Teach students to recognize common word parts. -Level 4-Have students read decodable words in isolation and in text. -Level 5-Teach regular and irregular high-frequency words so that students can recognize them efficiently. -Level 6-Introduce non-decodable words that are essential to the meaning of the text as whole words. These recommendations were built into the program by explicit phonics instruction and practice. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support for MindPlay for professional learning.
UFLI Foundations		<u>UFLI Foundations</u> does not meet strong, moderate or promising levels of evidence; however, the

		following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation(s): *2 (Stong)-Develop awareness of the segments of sound in speech and how they link to letters. -Level 1-Teach students to recognize and manipulate segments of sound in speech. -Level 2-Teach students letter-sound relationships. -Level 3-Using word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness. *3 (Strong)-Teach students to decode words, analyze word parts, and write and recognize words. -Level 1-Teach students to blend letter sounds and sound-spelling patterns from left to right withing a word to produce a recognizable pronunciation. -Level 2-Instruct students in common sound-spelling patterns. -Level 3-Teach students to recognize common word parts. -Level 4-Have students read decodable words in isolation and in text. -Level 5-Teach regular and irregular high-frequency words so that students can recognize them efficiently. -Level 6-Introduce non-decodable words that are essential to the meaning of the text as whole words. These recommendations were built into the program by providing teachers with explicit, systematic, multisensory instruction that follows an eight-step routine targeting the following foundational reading skills: phoneme blending and segmentation practice, accuracy and automaticity of grapheme- phoneme correspondences, decoding automaticity of words with previously learned concepts, explicit introduction of new concepts, decoding and encoding practice, reading and spelling irregular words, reading and spelling connected text. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching
--	--	--

Saxon Phonics		Saxon Phonics and Spelling does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of 16 the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching.
Phonics for Reading		<u>Phonics for Reading</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: (Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade), Recommendation(s): *2 (Strong)-Develop awareness of the segments of sound in speech and how they link to letters. --Level 1-Teach students to recognize and manipulate segments of sound in speech. *3 (Strong)-Teach students to decode words, analyze word parts, and write and recognize words. --Level 1-Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation. --Level 2-Instruct students in common sound-spelling patterns. --Level 3-Teach students to recognize common word parts. --Level 4-Have students read decodable words in isolation and in text.

		--Level 5-Teach regular and irregular high-frequency words so that students can recognize them efficiently. These recommendations were built into the program by phonics instruction, fluency-building activities, and vocabulary-building practice. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support for Phonics for Reading for professional learning.
Heggerty		The Heggerty Phonemic Awareness curriculum does not meet strong, moderate, or promising levels of evidence under ESSA guidelines. However, the program is grounded in evidence-based instructional practices aligned with recommendations from the What Works Clearinghouse (WWC) Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Specifically, it aligns with Recommendation 2, which holds a strong level of evidence and encourages the development of students' awareness of the segments of sound in speech and how those sounds link to letters. Within that recommendation, Level 1 emphasizes the importance of teaching students to recognize and manipulate sound segments in spoken language. Heggerty addresses this recommendation through daily, explicit, and systematic instruction in phonological and phonemic awareness skills such as rhyming, onset and rime, phoneme isolation, blending, segmenting, and manipulation. These foundational skills are essential precursors to effective decoding and reading development. To support implementation of the Heggerty program, the district will identify and enroll students based on screening data and phonological awareness needs. Instructional time will be allocated in the daily schedule to ensure consistent delivery of the program. Additionally, teachers and interventionists will receive training in the use of Heggerty, along with ongoing professional learning and support to promote high-quality implementation. The district will monitor the use of the program through fidelity checks, coaching, and regular review of student progress data.

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)
MindPlay		See Verbiage above.
Amira	Strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay		See Verbiage above.
Amira	Strong	

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

MindPlay -MindPlay's multisensory approach incorporates auditory, visual, and kinesthetic components to enhance reading instruction, grounded in the Orton-Gillingham methodology. Students see and hear instructional content from a [certified Speech-Language Pathologist](#), while also engaging with the material through interactive, activity-based exercises that involve movement and touch to reinforce learning and develop automaticity

Amira integrates multisensory components by combining advanced speech recognition (auditory) with on-screen text and interactive questions (visual) to provide real-time feedback and support in reading. Students use their voices to answer comprehension questions (auditory) and practice decoding by sounding out words and reading aloud (auditory and motor skill). The AI assesses and supports phonemic awareness, phonics, fluency, vocabulary, and comprehension, creating a dynamic, personalized learning experience.

Saxon Phonics is a structured and explicit phonics program that incorporates multisensory instruction aligned with research-based best practices. The program engages the visual modality through letter recognition, spelling patterns, and written words. Auditory elements are addressed through daily oral drills, sound-symbol correspondence activities, and dictation. Kinesthetic and tactile learning are embedded through techniques such as tracing letters, using hand motions, finger tapping, and optional use of materials like sand trays and letter tiles. The consistent routines and repeated practice ensure reinforcement of skills across multiple sensory pathways, which is particularly beneficial for students with reading difficulties, including those with dyslexia.

UFLI Foundations -UFLI Foundations Toolbox (developed by the University of Florida Literacy Institute) is a structured, Science of Reading-aligned phonics program that strongly emphasizes multisensory learning. Lessons incorporate visual elements through letter cards, decodable texts, and sound walls. Auditory processing is developed through systematic phonemic awareness and phonics instruction. Kinesthetic activities such as sky writing, arm tapping, and finger spelling help reinforce sound/symbol connections. Tactile elements may include the use of whiteboards, manipulatives, and textured materials like sandpaper letters. Each lesson follows a consistent, interactive routine that engages multiple senses to strengthen decoding, encoding, and word recognition skills. UFLI's design is closely aligned with Orton-Gillingham principles, making it a particularly effective resource for students with characteristics of dyslexia.

Heggerty - The Heggerty Phonemic Awareness Curriculum is intentionally designed to be multisensory, engaging students through auditory, visual, and kinesthetic-tactile modalities to strengthen phonological and phonemic awareness skills.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Kindergarten - 2nd grades: FAST ELA PM1 or PM2 Level 1 and/or < 10th Percentile
3rd - 5th grades: FAST ELA PM1 or PM 2 Level 1 and/or <20th Percentile

The student has demonstrated deficits in one or more components of reading, as evidenced by consecutive formative assessment results, teacher observation data, or performance at least two grade levels below on the i-Ready diagnostic. 5.)		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Kindergarten-2nd grade: FAST ELA PM3 Level 1 and/or FAST PM 1 below the 10th percentile or unable to complete the practice items 3rd Grade: FAST ELA PM3 Level 1 and/or FAST Cambium ELA PM 1 Level 1 below the 20th percentile and/or Level 1 and/or a previous retention The student has demonstrated deficits in one or more components of reading, as evidenced by consecutive formative assessment results, teacher observation data, or performance at least two grade level below on the i-Ready diagnostic.		
Number of times per week interventions are provided: 4-5 times per week Number of minutes per intervention session: Minimum of 20 minutes per session		
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)
Sound Partners	Strong	
UFLI		See verbiage in Tier 2
Heggerty Phonemic Awareness		See verbiage in Tier 2
Saxon Phonics		The Saxon Phonics program does not meet the ESSA criteria for strong, moderate, or promising levels of evidence; however, it is supported by instructional practices outlined in the What Works Clearinghouse (WWC) Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Specifically, Saxon Phonics aligns with Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters, which is rated as strong. The program supports the corresponding action steps by providing daily, explicit instruction in phonemic awareness and phonics. This includes teaching students to recognize and manipulate sound segments (Level 1), instruction in letter-sound relationships (Level 2), and using word-building and other structured activities to link phonemic awareness with letter-sound knowledge (Level 3).

		Saxon Phonics also aligns with Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, which is likewise rated as strong by WWC. The program incorporates systematic instruction in all six levels of this recommendation: blending letter sounds and spelling patterns from left to right to produce recognizable pronunciations (Level 1); instruction in common sound-spelling patterns (Level 2); teaching students to recognize common word parts such as prefixes, suffixes, and roots (Level 3); reading decodable words in isolation and in connected text (Level 4); building automatic recognition of regular and irregular high-frequency words (Level 5); and introducing essential non-decodable words as whole words (Level 6). These research-aligned practices are embedded throughout Saxon Phonics, which integrates phonics, spelling, and word recognition into daily instructional routines. The district will support and monitor implementation by identifying and enrolling students who need foundational skill development, ensuring dedicated instructional time for the program, and providing both initial training and ongoing professional learning for educators. Implementation fidelity will be monitored through coaching, administrative support, and review of student progress data.
Phonics for Reading		The Phonics for Reading program does not meet the ESSA criteria for strong, moderate, or promising levels of evidence; however, it is strongly aligned with the instructional recommendations outlined in the What Works Clearinghouse (WWC) Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Specifically, the program supports Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters, which holds a strong level of evidence. Through direct instruction in phonemic awareness and sound-letter correspondence, Phonics for Reading addresses key action steps such as teaching students to recognize and manipulate sounds in speech (Level 1), explicitly teaching letter-sound relationships (Level 2), and linking

		phonemic awareness with phonics through word-building activities (Level 3). In addition, the program is closely aligned with Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, also rated as strong by WWC. Phonics for Reading includes structured, sequential lessons that guide students in blending letter sounds and spelling patterns to decode words (Level 1), learning and applying common sound-spelling patterns (Level 2), recognizing affixes and other meaningful word parts (Level 3), reading decodable words in isolation and connected text (Level 4), developing automatic recognition of high-frequency words (Level 5), and encountering essential non-decodable words through direct instruction (Level 6). These elements are delivered through an explicit, systematic scope and sequence targeting struggling readers in upper elementary and middle grades. The district will support and monitor implementation of Phonics for Reading by identifying students in need of targeted decoding instruction through progress monitoring and diagnostic assessments. Time will be allocated within the intervention schedule to ensure consistent delivery of the program, and educators will receive training and ongoing professional development to support effective instruction. Fidelity will be monitored through walkthroughs, coaching, and regular review of student data to ensure the program is delivered as intended and supports student growth in foundational reading skills.
iReady Toolbox-Teacher Led Small Group Lessons	Moderate	While i-Ready reading does not meet strong, moderate or promising levels of evidence, according to the WWC Practice Guide Assisting Student Struggling with Reading (K-3), the following recommendations support the program - Screening: Strong - Differentiation (small group): Moderate - Intensive, systematic instruction: Moderate - Progress Monitoring: Strong - PL (teacher ongoing PL): Low These recommendations from WWC were built into the program by i-Ready, which again include Screening, small-group differentiation, intensive systematic instruction through the Teacher Toolbox, ongoing progress monitoring through diagnostic tests and on demand smaller

		assessments as needed. The district supports and monitors implementation with monthly instructional walkthroughs, and more frequent (weekly) walkthroughs by school administrators. The district also reviews data from i-Ready assessments, both diagnostic, PM and screening. Formal PL is conducted annually by the district with support from i-Ready, however, more regular PL is provided at the school level from model teachers and intervention teachers during PLCs.
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)
MindPlay Teacher Led Small Group Lessons		See Verbiage in Tier 2
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay Teacher-Led Small Group Lessons		See Verbiage in Tier 2.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. MindPlay -MindPlay's multisensory approach incorporates auditory, visual, and kinesthetic components to enhance reading instruction, grounded in the Orton-Gillingham methodology. Students see and hear instructional content from a certified Speech-Language Pathologist, while also engaging with the material through interactive, activity-based exercises that involve movement and touch to reinforce learning and develop automaticity Amira integrates multisensory components by combining advanced speech recognition (auditory) with on-screen text and interactive questions (visual) to provide real-time feedback and support in reading. Students use their voices to answer comprehension questions (auditory) and practice decoding by sounding out words and reading aloud (auditory and motor skill). The AI assesses and supports phonemic awareness, phonics, fluency, vocabulary, and comprehension, creating a dynamic, personalized learning experience. Saxon Phonics is a structured and explicit phonics program that incorporates multisensory instruction aligned with research-based best practices. The program engages the visual modality through letter recognition, spelling patterns, and written words. Auditory elements are addressed through daily oral drills, sound-symbol correspondence activities, and dictation. Kinesthetic and tactile learning are embedded through techniques such as tracing letters, using hand motions, finger tapping, and optional use of materials like sand trays and letter tiles. The consistent routines and repeated practice ensure reinforcement of skills across multiple sensory pathways, which is particularly beneficial for students with reading difficulties, including those with dyslexia. UFLI Foundations -UFLI Foundations Toolbox (developed by the University of Florida Literacy Institute) is a structured, Science of Reading-aligned phonics program that strongly emphasizes multisensory learning. Lessons incorporate visual elements through letter cards, decodable texts, and sound walls. Auditory processing is developed through systematic phonemic awareness and phonics instruction. Kinesthetic activities such as sky writing, arm tapping, and finger spelling help reinforce sound/symbol connections. Tactile elements may include the use of whiteboards, manipulatives, and textured materials like sandpaper letters. Each lesson follows a consistent, interactive routine that engages multiple senses to strengthen decoding, encoding, and word recognition skills. UFLI's design is closely aligned with Orton-Gillingham principles, making it a particularly effective resource for students with characteristics of dyslexia.		

Heggerty - The Heggerty Phonemic Awareness Curriculum is intentionally designed to be multisensory, engaging students through auditory, visual, and kinesthetic-tactile modalities to strengthen phonological and phonemic awareness skills. Here are the key multisensory components:

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The team reviews progress monitoring data and conducts instructional reviews to identify and solve problems to improve effectiveness of tier instruction, alignment to curriculum, and adjust intervention procedures and/or practices as needed. Based on progress monitoring data and information collected during learning walks, targeted professional learning and/or coaching is implemented to assist teachers with improving tier instruction for students.

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: Monday – Thursday 9:00-1:30 3 weeks
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): iReady FCRR Activities Student Center Activities – ESSA Evidence Level: Not identified as meeting strong, moderate or promising levels of evidence. Reading Fluency and Comprehension Instructional Practices does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence). These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading.
Alternative Assessment Used: iReady FAST Cambium
Additional Information (optional): Only teachers who meet the criteria required for the provision of instruction will be hired to teach Summer Reading Camp. Summer Reading Camp is provided to grade 3 students who scored a level one and low level two, depending on numbers, and will be taught by highly effective reading endorsed or reading certified teachers.

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. Pending available funding, the district plans to provide students rising to grades K-5 the opportunity to attend a Summer Literacy Program. Students will be enrolled in classes based on reading assessment data. Students with a significant reading deficiency will be grouped in classes with lower student numbers to provide targeted interventions.

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	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly
StudySync Assessments	☒ All Students ☐ Select Student	☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☒ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Oral Language ☒ Phonological Awareness	☒ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly
District/School/Teacher Assessments	☒ All Students ☐ Select Student	☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Diagnostic ☒ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment	☒ Grade 6 ☒ Grade 7	☐ Oral Language ☐ Phonological	☐ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

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?
Morpheme Magic	☒ Grade 8 ☐ All Students ☒ Select Student	Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	Monitoring ☐ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment Amira	☒ 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 DIBELS / Maze	☒ 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 MindPlay	☒ 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.

Tier 2: FAST ELA Level 2

Tier 3: FAST ELA Level 1

The decision tree for grades 6-8 defines the process the MTSS/grade level teams will use to identify students in grades 6-8 who are in need of Tier 2/3 interventions.

The school administration meets with grade level teams at the beginning of each year to review data from FAST PM3. Students scoring a Level 1 on the state assessment are already enrolled in Intensive Reading courses to provide appropriate instructional interventions and materials. Data is again reviewed after PM1 to determine if adjustments need to be made for specific students.

The ELA and Intensive Reading teacher collaborate weekly to plan ongoing instruction and intervention for students. School grade level teams meet monthly to review progress monitoring data and determine the next steps for instruction. The decision tree provides guidance to the teams for appropriate interventions and materials.

Department chairs, lead teachers, a contracted consultant, and school/district administrators provide support to individual teachers throughout the month as needed. Teachers review their classroom data on a weekly basis to inform their instructional practices.

10. Explain how the effectiveness of Tier 1 instruction is monitored.

FAST : 3 times per year

The District Teaching and Learning Team reviews progress monitoring data and conducts learning walks to monitor implementation and effectiveness. Based on progress monitoring data and information collected during learning walks, targeted professional learning and/or coaching is implemented to assist teachers with improving Tier 1 instruction and increase student achievement.

11. Explain how the effectiveness of Tier 2 interventions is monitored.

Effectiveness of Tier 2 interventions are monitored through data review by the school leadership with teachers and the District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans, conducting instructional reviews to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.

12. Explain how the effectiveness of Tier 3 interventions is monitored.

In addition to following monitoring of Tier 1 instruction and Tier 2 interventions, Tier 3 interventions are monitored with more intensity and frequency. Tier 3 students are typically monitored weekly, depending on the skill area and intensity of need. Grade level teams meet weekly to review the data and determine adjustments needed for intervention. School-based administration will meet monthly in PLCs to review and discuss progress monitoring data for students. Data is also reviewed through individual MTSS meetings, IEP meetings or ELL meetings based on the programmatic needs of the individual students receiving 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: (Enter assessment criteria that will be used.) FAST ELA PM 3 $\geq$ Level 3 on the previous year's FAST ELA PM3 and/or scoring a Level 2 and/or higher on the initial FAST ELA PM1 for the current school year.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students scoring at or above the 41st percentile on the FAST ELA PM1 and/or PM2, growth from one progress monitoring assessment to another, and/or student academic performance (at 70% or above) as measured by ELA classroom averages from both formative and summative assessments are the criteria applied to determine the sufficiency of Tier 1 instruction

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Data is compiled and reviewed by the school leadership team and shared with the District Teaching and Learning Team. The school-level administration team meets with teachers during PLCs to review student data to identify and problem-solve with Tier 1 instruction. Based on data, tiers of instruction are adjusted and plans for intervention support are developed. The administration team conducts weekly reviews of teacher lesson plans which include Tier 1 instruction.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw-Hill StudySync – Florida adopted curriculum	2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST Cambium PM 3 Level 1 or 2, Beginning of year FAST Cambium Level 1 or 2 Student earns a D/F in ELA (standards-based, grade level assessments and coursework.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data Students who meet the following criteria at the beginning of the school year: Student is retained in current grade (Enter assessment criteria that will be used.) FAST ELA PM3 <Level 3 and/or FAST PM1 below 40th percentile		
Number of times per week interventions are provided: 3-4 times per week Number of minutes per intervention session: Minimum of 15-20 minutes Course(s) where interventions take place: ELA and/or 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)
McGraw-Hill StudySync		The McGraw Hill StudySync program does not meet the ESSA criteria for strong, moderate, or promising levels of evidence; however, it aligns with several instructional practices recommended by the What Works Clearinghouse (WWC) Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Specifically, StudySync supports the following: Recommendation 1 (Moderate Evidence): Provide direct and explicit comprehension strategy instruction. StudySync incorporates scaffolded lessons that teach students how to summarize, ask questions, clarify understanding, and make inferences—helping build transferable reading comprehension strategies. Recommendation 2 (Moderate Evidence): Provide opportunities for extended discussion of

		text meaning and interpretation. StudySync supports structured peer discussion and collaborative interpretation of complex texts, fostering deep comprehension and academic discourse. Recommendation 3 (Low Evidence): Increase student motivation and engagement in literacy learning. The program integrates high-interest, culturally relevant texts, digital media, and peer modeling to enhance engagement and promote positive attitudes toward reading. Recommendation 4 (Minimal Evidence): Teach essential content knowledge through text. StudySync includes content-rich informational and literary texts that align with grade-level standards, helping students build background knowledge and vocabulary. While StudySync itself has not been rated under ESSA tiers, its alignment with these WWC recommendations indicates the program incorporates research-based instructional features that support literacy growth in adolescent learners. The district will support implementation by identifying students for targeted intervention using progress monitoring data, incorporating StudySync as a Tier 2 or Tier 3 resource when appropriate. Dedicated time will be scheduled for consistent implementation, and educators will receive professional development and ongoing coaching to ensure fidelity. Implementation will be monitored through observation, student outcome data, and instructional walkthroughs to ensure alignment with adolescent literacy best practices.
Amira	Strong	
iReady	Moderate	
Phonics for Reading		<u>Phonics for Reading</u> does not meet strong, moderate or promising levels of evidence; however, the following --Level 4-Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity. These recommendations were built into the program by phonics instruction, fluency-building activities and vocabulary-building practice. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and

		support for Phonics for Reading for professional learning.
Morpheme Magic		<u>Morpheme Magic</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u>, Recommendation(s): *1 (Strong)-Provide explicit vocabulary instruction. --Level 4-Provide students with strategies to make them independent vocabulary learners. <u>Providing Reading Interventions for Students I Grades 4-9</u>, Recommendation(s): *1 (Strong)-Build students' decoding skills so they can read complex multi-syllabic words --Level 2-Teach students a routine they can use to decode multisyllabic words. *3 (Strong), Part A-Build students' world and word knowledge so they can make sense of the text. --Level 4-Teach prefixes and suffixes to help students derive meanings of words. --Level 5-Teach the meaning of Latin and Greek roots. These recommendations were built into the program through systematic, structured literacy lessons that build connections between the sounds, histories, and meanings of words. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support for Morpheme Magic for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay		<u>MindPlay</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation(s): *1 (Strong)-Build students' decoding skills so they can read complex multi-syllabic words.

		--Level 1-Identify the level of students' word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary. --Level 2-Teach students a routine they can use to decode multisyllabic words. --Level 4-Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity. These recommendations were built into the program by using letter tiles to identify sounds to build words and teaching students how to read words through the teaching of prefixes, suffixes, and syllable types. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support for MindPlay for professional learning.
iReady	Moderate	
Phonics for Reading		<u>Phonics for Reading</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation(s): *1 (Strong)-Build students' decoding skills so they can read complex multi-syllabic words. --Level 1-Identify the level of students' word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary. --Level 2-Teach students a routine they can use to decode multisyllabic words. --Level 4-Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity. These recommendations were built into the program by teaching students to produce sounds in isolation and blend them to form words; sounding out written words to understand it's meaning, and by practicing decoding and working with new vocabulary, students develop fluency to read more accurately and expressively. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support for Phonics for Reading for professional learning.
English Language Learners		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay		See verbiage above.
iReady	Moderate	
Phonics for Reading		See verbiage above
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST ELA: <Level 2 Student earns an F in ELA (standards-based, grade -level assessments and coursework)		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students will be identified for Tier 3 interventions FAST PM 3 ELA assessment data of Level 1 and/or a score of a low/mid level 1 in PM 1. Student is retained in current grade level		
Number of times per week interventions are provided: 4-5 days per week Number of minutes per intervention session: Minimum of 20 minutes per session Course(s) where interventions take place: ELA and/or 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)
McGraw-Hill StudySync		StudySync does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) 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, Moderate Evidence. These recommendations were built into the program by incorporating systematic vocabulary instruction through close reading activities, providing scaffolded text analysis with academic language supports, integrating collaborative discussion protocols 35 that develop inferential reasoning skills, and embedding multimedia elements that support comprehension through

		multiple modalities. The district will support and monitor implementation of this program by conducting quarterly classroom observations, analyzing student performance data from embedded assessments, and maintaining fidelity monitoring through lesson plan reviews and student work analysis, including opportunities for on demand webinars with StudySync for continuous professional learning
iReady Toolbox	Moderate	
Phonics for Reading		See verbiage above.
Morpheme Magic		See verbiage above.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady Toolbox-Teacher-Led Small Group Lessons.	Moderate	
Phonics for Reading		See verbiage above.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady Toolbox- Teacher Led Small Group Lessons	Moderate	
Phonics for Reading		See verbiage above.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The team reviews progress monitoring data and conducts instructional reviews to identify and solve problems to improve effectiveness of tier instruction and alignment to curriculum. Based on progress monitoring data and information collected during learning walks, targeted professional learning and/or coaching is implemented to assist teachers with improving tier instruction for students.		

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 StudySync	☒ 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 District/School/Teacher Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment ACT / SAT / CLT	☐ 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 MindPlay	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The decision tree for grades 9-12 defines the process the MTSS/grade level teams will use to identify students in grades 9-12 who are in need of Tier 2/3 interventions.

The school administration meets with grade level teams at the beginning of each year to review data from FAST PM3. Students scoring a Level 1 on the state assessment are already enrolled in Intensive Reading courses to provide appropriate instructional interventions and materials. Data is again reviewed after PM1 to determine if adjustments need to be made for specific students.

The ELA and Intensive Reading teacher collaborate weekly to plan ongoing instruction and intervention for students. School grade level teams meet monthly to review progress monitoring data and determine the next steps for instruction. The decision tree provides guidance to the teams for appropriate interventions and materials.

Department chairs, lead teachers, a contracted consultant, and school/district administrators provide support to individual teachers throughout the month as needed. Teachers review their classroom data on a weekly basis to inform their instructional practices.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

The District Teaching and Learning Team reviews progress monitoring data and conducts instructional reviews to monitor implementation and effectiveness. Based on progress monitoring data and information collected during learning walks, targeted professional learning and/or coaching is implemented to assist teachers with improving Tier 1 instruction and increase student achievement.

16. Explain how the effectiveness of Tier 2 interventions is monitored.

The effectiveness of Tier 2 interventions is monitored through data review by the school leadership team with teachers and the District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans and conducting instructional reviews to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.

17. Explain how the effectiveness of Tier 3 interventions is monitored.

Tier 3 effectiveness is monitored weekly using CBM data on district, school, teacher and student levels.

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: (Enter assessment criteria that will be used.) 9 th -11 th grades = PM3 FAST Cambium ≥Level 3 or FAST PM1 for current year at 40% or above 12 th grade = PM3 FAST Cambium ≥Level 3 <u>AND</u> student has fulfilled state graduation assessment requirements for reading.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST Cambium ELA ≥Level 3 <u>and/or</u> Fulfillment of state graduation requirement for reading assessment and/or Student scores 60% or higher on Core Curriculum/ OTUS assessments
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

Data is compiled and reviewed by the school leadership team and shared with the District Teaching and Learning Team. The school-level administration team meets with teachers during PLCs and data meetings to review student data to identify and solve problems with Tier 1 instruction. Based on data, tiers of instruction are adjusted and plans for intervention support are developed. The administration team conducts weekly reviews of teacher lesson plans, which includes Tier 1 instruction.

Core Instruction

Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
McGraw-Hill StudySync – Florida State adopted curriculum	2021

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Students score on or above grade level on PM tools, appropriate for the assessment window.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

9th-11th grades = PM3 FAST Cambium <Level 3 *and/or current FAST PM1 below the 40th percentile*

12th grade = Student has not fulfilled state graduation assessment requirements for reading

Number of times per week interventions are provided:

3-4 times per week

Number of minutes per intervention session:

Minimum of 15-20 minutes per session

Course(s) where interventions take place:

ELA, Intensive Reading, and/or Critical Thinking

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)
StudySync		StudySync does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) 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, Moderate Evidence. These recommendations were built into the program by incorporating systematic vocabulary instruction through close reading activities, providing scaffolded text analysis with academic language supports, integrating collaborative discussion protocols

		35 that develop inferential reasoning skills, and embedding multimedia elements that support comprehension through multiple modalities. The district will support and monitor implementation of this program by conducting quarterly classroom observations, analyzing student performance data from embedded assessments, and maintaining fidelity monitoring through lesson plan reviews and student work analysis, including opportunities for on demand webinars with StudySync
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay		MindPlay does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s): *1 (Strong)-Build students' decoding skills so they can read complex multi-syllabic words. --Level 1-Identify the level of students' word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary. --Level 2-Teach students a routine they can use to decode multisyllabic words. --Level 4-Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity. These recommendations were built into the program by using letter tiles to identify sounds to build words and teaching students how to read words through the teaching of prefixes, suffixes, and syllable types. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support for MindPlay for professional learning.

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
MindPlay		See verbiage above.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST Cambium = level 1 <i>and/or</i> Student has not fulfilled state graduation assessment requirements for reading		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) 9 th - Previous FAST PM 3, Level 1 , Current FAST Cambium Level 1 < 10 th percentile 10 th – Previous FAST PM3, Level 1; Current FAST Cambium Level 1 < 10 th percentile 11 th - Previous FAST PM 3, Level 1 or 2 and/or student has not fulfilled the graduation assessment or ELA course credit requirements for graduation. 12 th - Previous FAST PM 3, Level 1 or 2 and/or student has not fulfilled the graduation assessment or ELA course credit requirements for graduation.		
Number of times per week interventions are provided: 4-5 times per week Number of minutes per intervention session: Minimum of 20 minutes per session Course(s) where interventions take place: ELA, Intensive Reading, and/or Critical Thinking		
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)
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Mindplay Teacher Led Lessons		<u>See verbiage above</u>
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Mindplay Teacher Led Lessons		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The team reviews progress monitoring data and conducts instructional reviews to identify and solve problems to improve effectiveness of tier instruction and alignment to curriculum. Based on progress monitoring data and information collected during learning walks, targeted professional learning and/or coaching is implemented to assist teachers with improving tier instruction for students.		

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.f.—j., 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
New Teacher Orientation	Instructional personnel new to the district	Planning for standards-based instruction and implementation of evidence-based strategies for instruction.
FCRR Reading Endorsement Pathway	Instructional personnel in need of Reading Endorsement for certification or renewal	District based FCRR trainer offers full reading endorsement (Competencies 1-5) to support educators in earning their Florida Reading Endorsement.
UFLI Foundations	K-2 instructional	As part of the UFLI Foundations Implementation Project teachers in K-2 will participate in PL implementing UFLI Foundations provided by University of Florida/UFLI which is grounded in the science of reading.
Practice Profiles	3-12 ELA Teachers	To gain knowledge of the five core components of the ELA Practice Profile and build highly effective evidence-based instructional practices for Tier 1.
BEST Standards (including Curriculum Mapping and Instructional Pacing)	K-12 ELA Teachers	To improve Tier 1 instruction and student achievement, understand the vertical progression of benchmarks, and understand the full demands of the benchmarks to strengthen collaborative planning throughout the school year.
Science of Reading	All instructional personnel	To gain an understanding of the Science of Reading and acquire research-based alternatives for practices that do not align (three-cueing, etc.).

Promotion of Literacy Micro-Credential Course; Reading Difficulties, Disabilities, and Dyslexia; Structured Literacy through a Multisensory Approach	All instructional personnel	To gain knowledge in the foundational skills of reading and implementation of effective literacy strategies for all students.
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. The district provides the Professional Learning Certification Program (PLCP) to assist teachers in obtaining teacher certification in Florida. An in-house FCRR Reading Endorsement trainer provides the opportunity for teachers to earn their reading endorsement. Literacy Micro-Credentials and on-line reading endorsement opportunities are promoted to staff.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. The district provides professional learning sessions on three designated district-wide professional learning days to address the elements of reading instruction including the Science of Reading, multisensory intervention strategies, and explicit strategies proven to be effective for all subgroups including students with disabilities and English language learners. On these days sessions are also provided to address areas of concern identified through data. Paraprofessionals and tutors will be provided training in the Science of reading and Foundational Strategies to effectively support all students in phonemic awareness, phonics, word study and spelling, and fluency. Teachers may be assigned specific sessions to attend when student and walk-through data identifies a need; teachers not assigned to a specific session may choose a session that best fits their need. The district also utilizes on-line courses to assist in differentiating and meeting the professional learning needs of teachers.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Mentor teachers and model classrooms are identified through observations of effective strategies within the classroom which leads to increased academic performance and student proficiency levels. The district ensures that all mentor teachers are trained in the Clinical Ed model. Mentor teachers are assigned to early career educators. In addition, model classrooms are utilized to demonstrate effective instructional practices for peers based on identified need.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. Time will be designated weekly to conduct activities throughout the month which include reviewing progress monitoring data to plan for student instruction, to include flexible small group instruction along with studying, implementing, and examining the impact of evidence-based instructional strategies.		

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
RAISE High School Tutoring	K-3 students with a deficiency in reading	Qualifying high school students will participate in a reading foundations training to prepare them to work with targeted K-3 students that have a reading deficit.

After-School Tutoring	K-12 th grade students	Teachers will provide additional support to students K-12 th grade. Students will be grouped by data to provide targeted instruction for remediation.
-----------------------	-----------------------------------	--

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.o., 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.

The parent of a student that exhibits a substantial deficiency in reading is immediately notified in writing. The notification includes the targeted/specific areas of deficiencies and describes the plan for remediation using multisensory interventions and strategies. After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports.

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

Students in Kindergarten participate in a daily "Take a Bag Home" program which includes decodable books, Dolch/Fry word lists, and fluency practice.

Students in grades K-6 participate in the Accelerated Reader program which promotes opportunities for families to read at home with their child to increase literacy.

Participation in the New Worlds Reading Initiative provides monthly at-home books for PreK-5th grade students that have been identified with a deficit in reading. The books are available in Spanish which supports our populations of ELLs.

Literacy Nights will be conducted for parents and children include multisensory literacy activities that parents can use at home with their children.

Parent Support Specialists and Social Workers will conduct home visits for our homeless and hard-to-reach parents with a focus on the provisions of literacy activities to support increased academic achievement.

Hamilton County Elementary School Book Fair will offer extended hours for families to attend with their child to promote literacy.

Partnering with Title I Community Events reading resources and strategies will be shared with families to increase knowledge of the science of reading and support families with building a strong foundation of reading.

Links to reading resources including the Read-at-Home Plan are posted on the district website.

8) 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
LWZ	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes 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.
LWZ	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
LWZ	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered

	by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
LWZ	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
LWZ	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
LWZ	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.
LWZ	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
LWZ	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
LWZ	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): Lee Wetherington-Zamora	
Signature: 	Date: 06/30/2025

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

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

The district prioritizes the assignment of highly effective teachers in grades K-2 by strategically placing these educators in classrooms where they can have the greatest impact on foundational literacy skills. The District Director of Teaching and Learning and the Director of Administrative Services compile the evaluation data for teachers in May as well as sharing any VAM data once available for current or prospective employees. This data is reviewed with school-based administrators as they plan for teacher placements for the following year to ensure that decisions are made based on performance that includes student achievement data. The district ensures that teacher certification as well as teacher effectiveness ratings are a key factor in staffing decisions. The district provides incentives, professional learning opportunities, and support structures to help attract and retain as many highly effective teachers as possible.