

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	Tressa Duncan	duncant@hendry-schools.net	863-674-4555
Data Element	Melanie Holt	holtm@hendry-schools.net	863-674-4140
Third Grade Promotion	Tressa Duncan	duncant@hendry-schools.net	863-674-4555
Multi-Tiered System of Supports	Ansley Cockram	cockrama@hendry-schools.net	863-674-4164
Summer Reading Camp	Tressa Duncan	duncant@hendry-schools.net	863-674-4555
Elementary ELA	Tressa Duncan	duncant@hendry-schools.net	863-674-4555
Secondary ELA	Roberto Sanchez	sanchezr@hendry-schools.net	863-902-4244
Reading Endorsement	Tressa Duncan	duncant@hendry-schools.net	863-674-4555
Professional Development	Tressa Duncan	duncant@hendry-schools.net	863-674-4555
Assessment	Tressa Duncan	duncant@hendry-schools.net	863-674-4555

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	663101.55	6.0
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers	188181.95	2.0
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures		

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				

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

VPK students will be provided literacy skills lessons daily in the classroom with an emphasis on Phonological Awareness Skills in order to provide the foundational skills needed to become an early reader. The phonological lessons from Heggerty Phonemic Awareness Pre-Kindergarten Curriculum will be utilized daily to ensure that teachers are working to close the gap for students on phonological awareness skills needed to become a successful reader. Teachers will focus on providing an environment that is language rich with lots of opportunities for students to develop early language skills by interactions with their peers and their teachers. In addition, students will be provided small group lessons daily to develop early literacy skills utilizing content from the Core Curriculum. Finally, Teachers and Assistant Teachers will be encouraged to complete the Emergent Literacy Micro-Credential that is available through the Lastinger Center and implement the strategies that are acquired from the training on a daily basis.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	14	12	58	60
1	22	20	65	67
2	27	24	51	53
3	25	22	52	54
4	23	20	53	55
5	20	18	55	57
6	24	22	52	54
7	24	22	48	50
8	22	20	52	54
9	22	20	52	54
10	26	24	48	50

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 the frequency of review	- FAST-3 times a year - i-Ready Inform - 3 times a year - Performance Matters Science	- FAST-3 times a year - i-Ready Inform - 3 times a year - Performance Matters Science - STAR-Quarterly
Actions for continuous support and improvement	District Problem Solving Teams District Instructional Walkthroughs and	- Standards-based planning, guided by coaches. - School-based literacy

	Feedback ● Professional Development of data analysis, grouping, and action planning. ● District literacy leadership team	leadership team ● Peer Walks ● School Walkthroughs: at least monthly. ● PLCs
Grades 6-8	District Level	School Level
Data that will be collected and the frequency of review	FAST-3 times a year ● iReady Inform- 3 times a year ● Performance Matters Science and Social Studies Benchmarking - 3X a year	iReady Standards Mastery Assessments - Ongoing ● CommonLit - Benchmarking, Formative, Summative Assessments - Ongoing and 3x a year ● STAR - Quarterly ● Performance Matters Science and Social Studies 3X a year ● Classroom data (weekly/unit tests, etc.) -Ongoing
Actions for continuous support and improvement	District Instructional Walkthroughs and Feedback ● Professional Development of data analysis, grouping, and action planning.	Content Specific Standards Institutes ● Ongoing targeted PDs on monthly half-days. ● PLCs ● Peer Walks ● Walkthroughs: at least monthly
Grades 9-12	District Level	School Level
Data that will be collected and the frequency of review	● FAST-3 times a year ● EOCs ● SAT/ACT ● CLT - Ongoing	Performance Matters - Benchmarking, Formative, Summative assessments ● EOCs ● SAT/ACT ● CLT - Ongoing ● Classroom data (weekly/unit tests etc.) -Ongoing ● CTE certifications ● CommonLit - Benchmarking, Formative, Summative Assessments - Ongoing

		and 3x a year
Actions for continuous support and improvement	District Instructional Walkthroughs and Feedback ● Professional Development of data analysis, grouping, and action planning.	Content Specific Standards Institutes ● Ongoing targeted PDs on monthly half-days. ● PLCs ● Peer Walks ● Walkthroughs: at least monthly

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.

Elementary -

Based on district-wide data, it was noted that phonological awareness and vocabulary were areas of Growth. We continue to improve our district-wide initiative that has been set in place for ongoing grade-level standards-based planning and data analysis to plan and monitor the progress of literacy outcomes. During these planning times, teachers and administrators meet to unpack the standard, creating intentional learning targets and aligning text and resources to the cognitive demand of the literacy expectations, adhering to strategies based on the Science of Reading.

Secondary - Collaboration with social studies and AVID classes to support literacy in the content areas. Align ELA and Social Studies using the Appendix B suggested texts. Training Secondary teachers on universal reading strategies, school-wide highlighting strategy, common language in all classes. Professional learning for ELA/Reading teachers using the released test items.

At all levels, the Reading Coaches are providing ongoing professional development for teachers, to positively impact literacy outcomes.

Priority #1: Literacy Leadership: Our CERP has always been disseminated from the district level down to principals and coaches. This year, our emphasis will be to ensure administrators keep it in the forefront when meeting with teachers during their weekly PLs and how it relates to them and their teaching. It will also be embedded in schools' family/parent involvement nights, and community outreach via social media and email correspondences. This will be monitored by district level administrators during monthly principal meetings.

Priority #2 Standards, Curriculum, Instruction & Intervention: Teacher's daily schedules are being amended for the 26-27 school year to reflect the 90 minutes of uninterrupted literacy instructional time in K-5 classrooms. In addition, the schedules will reflect an additional block of time set aside specifically for small group intensive instruction to meet the needs of Tier 2 and Tier 3 students.

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

The District Leadership Team meets with principals to review the plan annually and continues to meet monthly to review trends and data.

Principals meet with their administrative team and their Reading Coaches to discuss the walkthrough data and devise a plan of action for teachers needing additional support. Coaching Cycles are then implemented to support teachers who are identified as needing additional support.

Principals, coaches, and district personnel use walkthrough data to identify teacher needs. Walk-through data is collected monthly to ensure alignment of grade-level instruction, formative assessment, and fidelity of implementation. This includes who may need more coaching cycles, mentor/mentee teacher needs, establishing model classrooms for peer observations, and more.

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, their administrative team, and coaches meet with teachers at a minimum of three times a year to review assessment data and progress monitoring data. During these meetings, the principals ensure that teachers are collecting and monitoring their students' data on a regular basis and using it to inform instruction and support the needs of all students.

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

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

1. Is the district using 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?

Via monthly Principals meetings

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

Coaches are supported through ongoing professional development, collaborative monthly meetings with district leadership, and the Heartland Education Consortium's literacy coaches communities of practice. Coaches work together to ensure quality PD is created and consistently taught across the district. Coaches collaborate with District and School Level Leadership to ensure the PLC process, standards-based planning, and PD process address the needs of the school.

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

The district supports the coaches in conducting data analysis by regularly scheduled meetings with the district's Directors of Education and consultations with our digital curriculum assessment partners. Using this data, coaches meet with teachers to establish short-term and long-term goals, action plans, and develop PD based on areas of need.

District Literacy Coaches are provided professional development opportunities such as the Florida Literacy Coach Endorsement Program and Coaches Community of Practice through the Heartland

Educational Consortium. In addition, coaches train teachers utilizing the Practice Profiles and other state resources.

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

Literacy Coaches have to complete daily logs as documentation of their alignment with the literacy coach model. School Grade data, as well as the outcome of coaching cycles with teachers, are another way the district monitors implementation of the literacy coach model.

The district solicits feedback from administrators and district personnel to ensure effective implementation of the coaching model.

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

The district measures the effectiveness of literacy coaches by meeting monthly with coaches to monitor their progress in their school, collecting administrator and teacher feedback, as well as the impact on school data. Each time a Coach conducts a PD, the participants are required to complete a district-created feedback form and turn in to submit it to district leaders. A coach's impact on the school grade as well as literacy outcomes is monitored at the district level and reflected upon in a coach's end-of-year evaluation, as part of their impact on student growth.

● 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?

Coaches will be curriculum mapping BEST standards, curriculum, assessment, and instruction for the upcoming school year. Teachers will ensure their mapping reaches all six areas of the components of reading for each grade level. Once school begins, data will be collected through monitoring, diagnostic assessments, and screeners to drive their instruction and pinpoint students to consider for Tier II and Tier III interventions. Progress monitoring will occur through formative assessments, which will also indicate which students will be better served in Tier II or Tier III intervention groups. Progress monitoring will continue to drive interventions, as intervention groups will be fluid, which includes ESE and ELL students and their needs. Diagnostic assessment will occur three times a year, as a way to continue to monitor the overall grade-level progress and continue to drive reading instruction for all students. End-of-year summative assessments will guide this process for the start of the following school year. The alignment of Florida's formula for success is utilized. Tier 1 grades K-5, core curriculum (Benchmark), 6-8 core curriculum (SAVVAS), and 9-12 (StudySync). Intensive reading interventions are provided by teachers who are reading-endorsed.

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.

Assessment: In VPK, students are administered the VPK FAST Assessment three times throughout the year. The first assessment occurs during the first 30 instructional days of school. The second assessment occurs between the 40% and 60% completion time frame, and the final assessment occurs within the last 30 instructional days of VPK, which ends in May. The VPK FAST is administered individually or in a small group of no more than 5 students. Headphones are used if the assessment is not administered individually. The assessment is also administered on a touchscreen device. Parents are informed of individual performance on the VPK FAST by being provided the VPK FAST Parent Report within 7 calendar days of the administration of the assessment.

Prek ESE: Students are administered the COS assessment when they enter the program and when they exit the program. This state assessment tool is administered by the district's itinerant PreK teacher and/or the district PreK staffing specialist. While they are in the PreK ESE program, a district-created progress monitoring tool is used to collect data on student progress aligned to the FELDS. The progress monitoring tool is administered by the classroom teacher.

Standards: VPK Curriculum is based on the Florida Early Learning and Developmental Standards (FELDS) for 4-year-olds. In addition, parents are provided with a Standards-Based Report Card three times annually to report on the individual student's progress towards Standards Mastery of the FELDS for 4-year-olds.

For Prek ESE students, parents are provided progress reports four times a year to ensure that progress for each student is communicated to families. The progress is measured by their success on the district-created progress monitoring tool, which has criteria for three and four-year-olds.

Instruction: Students in VPK are provided daily instruction for a minimum of 540 hours annually and up to 1080 hours annually to ensure readiness for Kindergarten and beyond. Daily instruction is focused on the 6 Components of literacy: Oral language, phonological awareness, phonics, vocabulary, fluency, and

comprehension. Students are provided with lots of rich experiences to develop these very important Literacy components on a daily basis through a variety of activities that are age-appropriate.

Students in PreK ESE are provided instruction for up to 1230 hours annually to ensure adequate progress towards all IEP goals. Classrooms are equipped with staff who provide meaningful, targeted instruction, which includes social-emotional learning as well as behavioral interventions.

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

The core curriculum for VPK students is the DIG Pre-K Curriculum. This curriculum utilizes the Letter People as a strong component of introducing students to letter phonemes and graphemes during daily instruction. In addition, teachers utilize the Heggerty Phonemic Awareness Pre-Kindergarten Curriculum daily. Multiple opportunities for students to practice foundational skills are also provided daily.

The core curriculum for Pre K ESE uses a multisensory approach to address the needs of students aged 3 to 5 with disabilities. Learning without Tears/Get Set for School targets literacy and language, where students are taught a foundation in letter recognition and letter sound recognition, building reading and writing skills. Writing readiness skills are taught through hands-on methods that target the development of fine motor skills, position words, and vocabulary. Oral language is practiced tri-weekly through Oral Language activities using hear and say individual words, sentence structure, and grammar. A-Z for Mat Man and Me uses the following four principles to drive instruction and practice academic language skills: awareness of sounds, links to letters, decoding, word recognition, and reading connected to text daily.

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.](#)

Students identified as having a substantial reading deficiency after the PM2 Assessment and scoring below the 10th percentile on the VPK Fast will be provided with interventions in early literacy skills that are intensive, explicit, systematic, and multisensory in accordance with s. 1008.25(5)(a), F.S. This includes small group instruction and monitoring via an informal plan for the next 45 days and/or the completion of the PM2 assessment to identify interventions that are intensive, explicit, systematic, and multisensory. The informal plan will be developed with input from the child's teacher and parent to ensure collaboration between school and home. Students who continue to have a substantial reading deficiency after PM3 of the VPK Fast will be offered an opportunity to participate in a VPK Summer Bridge opportunity to continue working to eliminate the deficiency in Reading or Math.

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

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
	☒ Grade 5		Monitoring ☒ Summative	

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
I-Ready Inform	☐ 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
(Enter name of assessment. Then, select all that apply.)	☐ 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

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

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

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

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

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

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

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

K-2 Students

MTSS team meetings are in place to analyze student data, determine a plan of action, and become more frequent for Tier 2 and Tier 3 students.

Students in these categories, who have been identified as having a substantial reading deficiency based on the results of their first STAR EL/STAR Progress Monitoring assessment, their first i-Ready Diagnostic Benchmark Assessment, and/or FAST PM data, will be provided with a level and content of daily differentiated intervention strategies.

- Analyze data results to determine the level and content of differentiated intervention and to provide targeted instruction in areas identified on STAR EL/STAR. Students scoring substantially below grade level STAR EL/STAR scores will receive immediate intensive intervention.
 - Tier II students will receive an additional 90 minutes a week of intensive interventions, in a small group setting of groups of 5-8 students.
 - Tier III students will receive an additional 120 minutes a week of intensive reading interventions in a group of 1-3 students. These interventions will be provided by a reading-endorsed, certified teacher.
- Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.

3rd Grade Students:

- MTSS team meetings are in place to analyze student data and determine a plan of action, and become more frequent for Tier 2 and Tier 3.
- Students in this category who have been identified as having a substantial reading deficiency, based on the results of their first FAST Assessment, STAR Progress Monitoring assessment, and/or their

first i-Ready Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies.

- Analyze data results to determine the level and content of differentiated intervention and to provide targeted instruction in areas identified on baseline assessments. These students will receive Tier 2 intensive interventions for an additional 90 minutes per week in a small group of 5-8 students.
- Students who continue to struggle will receive Tier 3 interventions for 120 additional minutes from a reading-endorsed/certified teacher. This will occur in a small group of 3-5 students.
- Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.

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

- MTSS team meetings are in place to analyze student data and determine a plan of action, and become more frequent for Tier 2 and Tier 3.
- Students in this category who have been identified as having a substantial reading deficiency, based on the results of their first FAST Assessment, STAR Progress Monitoring assessment, and/or their first i-Ready Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies.
- Analyze data results During weekly PLs, classroom and state assessments will be analyzed to determine the level and content of differentiated intervention and to provide targeted instruction in areas identified on baseline assessments. Students who score a Level 1 or Level 2 on PM1 & PM2, and/or "below grade level" on iReady will receive Tier 2 intensive interventions for an additional 90 minutes per week in a small group of 5-8 students.
- Students who continue to struggle and who score below the 10th percentile on PM1 or PM2 and/or who score "two or more grade levels below" on the iReady and/or score below the 50% on classroom or district progress monitoring assessments will receive Tier 3 interventions for 120 additional minutes from a reading-endorsed/certified teacher. This will occur in a small group of 3-5 students.
- Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Students K-3 will be given the STAR and/or STAR EL, and iReading Inform to identify characteristics. If a student demonstrates concern, immediate progress monitoring and interventions will begin.

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

In addition, if students demonstrate characteristics of dyslexia utilizing the above screenings, immediate small-group explicit systematic instruction will begin on the target skills. If progress monitoring indicates no growth within 6 weeks, the MTSS process will be initiated, and the data collected will be considered part of the process. The team utilizes the data to determine the response to the intervention as a screening strategy. In addition, students K-3 will be given the STAR and/or STAR EL to identify characteristics of dyslexia.

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

Monitoring Tier 1 instruction is crucial within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework. The primary purpose is to determine if the core instruction is effective for the majority of students and to identify students who may need additional support.

Instructional walks by multiple groups of stakeholders assess the fidelity of implementation of programs and instruction. We take data on the following:

- Evidence-Based Practices: Are teachers using instructional strategies and programs that have research to back their effectiveness?
- Curriculum Adherence: Is the curriculum being taught as intended, covering all essential components and in the correct sequence? And/or as planned according to the standards.
- Instructional Delivery: Are teachers using effective teaching techniques such as:
 - Explicit instruction
 - Differentiated instruction
 - Small-group instruction
 - Opportunities for student engagement and interaction (e.g., discussions, collaborative work)
 - Providing timely and specific feedback
 - Checking for understanding
 - Integrating technology effectively
 - Promoting a positive classroom environment
- Time Allocation: Is sufficient time being dedicated to core instruction in key academic areas -*master schedule*.

Ongoing data collection and monitoring are essential

- Teacher Observation Checklists/Rubrics: These are structured tools used by administrators, coaches, or even peer teachers to observe instruction and record whether specific evidence-based practices are being implemented and to what degree of quality. They might include items like:
 - The teacher uses clear learning targets.
 - Teachers provide opportunities for student-to-student interaction/engagement.
 - The teacher differentiates instruction for diverse learners.
- Coaching Cycles
- Standards-based planning and then monitoring for implementation of the plan
- Formative and summative assessments

- Standards mastery
- FAST and I-Ready Inform Progress monitoring
- Using data to restructure teaching

Stakeholders meet monthly to analyze the data and determine if the interventions are effective

Tier Clarification:

Tier 1: Students who are successful in grade level scoring via I-Ready Inform and/or FAST PM shall remain at Tier 1. Students who score a level 1 on FAST PM 3 (prior year) or significantly below grade level on I-Ready Inform PM 1 or 2 and demonstrate below grade level skills in the classroom will immediately begin Tier 2 Interventions. Tier 2 interventions should be conducted for 10-13 weeks with data being reviewed every 3 weeks. Students who are making academic progress on the intervention data will remain at Tier 2. If students are not making academic progress in Tier 2 after 10-13 weeks, students will be moved to Tier 3. During Tier 3 instruction, data is monitored every 2 weeks for a minimum of 6-10 weeks. If the gap is closing, the student remains in the identified Tier until the team determines to downgrade the Tier. If a student has been through all of the Tiers and continues to widen the gap, the student may be referred for an formal ESE Evaluation

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

Same as tier 1, but analyzing the data and teaching during small groups and intervention time

Ensuring the schedule is set to support the interventions

Monitoring data for student outcomes/needed changes/response to the interventions

Ensure training is provided to those administering interventions

Follow the MTSS framework and coordinate/collaborate with the MTSS school contact.

Tier 2 interventions are conducted in groups of 5-8 students, three x per week at 30 minutes each for 10-13 weeks. Data analysis is conducted every 2 weeks to determine student success or identify needed changes to the plan.

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

Ensuring the schedule is set to support the interventions at a rate more frequent than T2. Reduce groups even smaller than Tier 2.

Monitoring data for student outcomes/needed changes/response to the interventions

Ensure training is provided to those administering interventions

Follow the MTSS framework and coordinate/collaborate with the MTSS school contact.

Collaboration between the interventionist and the MTSS school contact is weekly.

Tier 3 interventions are conducted in groups of 1-3 students, 5 x per week at 30 minutes each for 6-10 weeks. Data analysis is conducted every 2 weeks to determine student success or identify needed changes to the plan.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only		
Beginning of Year Data		
Students must meet the following criteria at the beginning of the school year: Students who score a Level 3, 4, or 5 on FAST Progress monitoring, or score Level 3 “On Grade Level”, Level 4 “Proficient,” or Level 5 “Exemplary” on i-Ready Inform. In addition, the team looks at the prior school years ending FAST PM 3 score to determine a starting point. Students who scored a 1 on FAST PM 3 the prior school year may be immediately started in the MTSS process.		
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. I-Ready Inform Score in the 50th %tile or higher on the National Norms Percentile Rank, I-Ready Inform Tier 1, Levels 4, 5, which is on or above grade level. A STAR percentile Rank of 50 is a cut score that serves as a proficiency benchmark and/or FAST 50th percentile or higher.		
Core Instruction		
Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
Benchmark Advance Florida	2021	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: I-Ready Inform Score below the 50th %tile the National Norms Percentile Rank, I-Ready Inform Tier 2, Profiles 3, below grade level. A FAST STAR Early Literacy or FAST STAR Reading percentile rank below 50 would prompt the addition of Tier 2 intervention, and a FAST Score below the 50th percentile. FAST PM 3 from the prior year would initiate potential MTSS interventions.		
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.) Student's FAST STAR Early Literacy and FAST STAR Reading scale score is a Level 2, and/or i-Ready Inform is a Level 2 “Below Grade Level.” In addition, student end of the year data from FAST PM 3 is reviewed to determine if a student who scored a level 1 or 2 should begin the MTSS process.		
Number of times per week interventions are provided: 3 times a week Number of minutes per intervention session: 30 minutes per 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)
UFLI foundations	No ESSA Rating, yet	UFLI does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation(s): <u>1</u> . Teach students academic

		language skills, including the use of inferential and narrative language, and vocabulary knowledge, (minimal evidence) 2. Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence) 3. Teach students to decode words, analyze word parts, and write and recognize words. (strong evidence) 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 an explicit and systematic program that teaches students foundational skills necessary for proficient reading. The district will support and monitor implementation of this program by providing teachers with detailed but easy-to-follow lesson plans that all follow this eight-step routine: 1. Phonemic Awareness, Visual Drill, Auditory Drill, Blending Drill, New Concept, Word Work, Irregular Words, Connected Text Steps 1 through 4 serve as a warm-up and review of previously taught concepts. Step 5 is an explicit introduction to a new concept, including guided practice reading and spelling words. Steps 6 through 8 are opportunities to apply concepts through reading and writing activities at the word and text level. Steps for monitoring and supporting include, but are not limited to, classroom walkthroughs, observations of lessons, peer observations, ongoing coaching support, and professional learning during PLs.
SIPPS	Moderate	
Phonics for Reading	No ESSA rating, yet	Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Grades K-3. Level 1: Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge. Level 2: Develop awareness of the segments of sounds in speech and how they link to letters. Level 3: Teach students to decode words, analyze word parts, and write and recognize words.

		Level 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Recommendation(s): These recommendations were built into the program by utilizing the science of reading design. The district will support and monitor implementation of this program by training, observing, providing feedback, and analyzing student data and response to intervention.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Precision Teaching		Precision Teaching does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Precision teaching is a strategy, not a curriculum. This strategy utilizes Level 4 strategies, which provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after a reasonable time in tier 2 small group instruction (tier 3). The district will support and monitor implementation of this program by training specific interventionists, observing, providing feedback, and analyzing student data and response to intervention.
Phonics for Reading		Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Grades K-3. Level 1: Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge. Level 2: Develop awareness of the segments of sounds in speech and how they link to letters. Level 3: Teach students to decode words, analyze word parts, and write and recognize words. Level 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

		Recommendation(s): These recommendations were built into the program by utilizing the science of reading design. The district will support and monitor implementation of this program by training, observing, providing feedback, and analyzing student data and response to intervention.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
The Newcomers Curriculum		The Newcomers Curriculum does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades. Recommendation(s) list out each recommendation AND level(s) of evidence. Recommendation 3: Provides extensive and varied vocabulary instruction. The level of evidence is strong. These recommendations were built into the program: The Newcomers Curriculum is designed for students beginning their English language journey, <i>Ready, Set, Go! Newcomers Kits</i> provide a sequential workbook series to develop key language skills and boost their confidence as communicators. For English language proficiency levels 1 and 2 (entering and beginning) Ideal for Students with Interrupted Formal Education (SIFE) From phonics to social communication to academic language, the series builds students' writing, speaking, listening, and reading abilities while reinforcing grammar. Life-skills vocabulary is a key focus, ensuring success inside and outside the classroom. The district will support and monitor the implementation of this program by The district ELL teachers will model and coach teachers during small group instruction, implementing the Newcomers Curriculum. The district ELL teachers will conduct walkthroughs during small group instruction time, making sure the curriculum is implemented with fidelity,

		including professional learning opportunities) for professional learning: The district ELL teachers will provide professional learning on best practices for ELL students, such as vocabulary instruction emphasizing the acquisition of meanings of everyday words.
TEAMS Toolkits: Teaching ELs for Academic Language Mastery		The Teams Toolkit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades. Recommendation(s) list out each recommendation AND level(s) of evidence. Recommendation 3: Provide extensive and varied vocabulary instruction. The level of evidence is strong. Recommendation 4: Develop academic English. The level of evidence is strong. These recommendations were built into the program: The Team Toolkit Teaching ELs for grades K-12 features structured activities in listening, reading, writing, and speaking to help English Language Learners develop the academic language needed for classroom success. Marzano's (2010) research on academic vocabulary development indicates vocabulary knowledge as a significant indicator of a student's academic success. Students with limited vocabulary, including English learners, are likely to have difficulty with core academic areas. Simply providing a list of words to memorize is not enough to help students acquire new content-specific academic vocabulary. For students learning English, "using real and virtual experiences and visuals to introduce vocabulary" is critical (Cunningham, 2009, p. 86). Students will increase their overall academic success as they learn the core content language in a rich and contextualized learning environment. The TEAM Toolkits teach academic vocabulary words in meaningful and engaging ways through a variety of contexts to ensure students can use the newly acquired vocabulary throughout their academic day.

		The district will support and monitor the implementation of this program by The district ELL teachers will model and coach teachers during small group instruction, implementing the TEAMs Toolkit Curriculum. The district ELL teachers will conduct walkthroughs during small group instruction time, making sure the curriculum is implemented with fidelity, including professional learning opportunities for professional learning: The district ELL teachers will provide professional learning on best practices for ELL students, such as vocabulary instruction emphasizing the acquisition of meanings of everyday words, building academic vocabulary, contextualized academic vocabulary development with meaningful repetition, and creating a language-rich learning environment.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students scoring a Level 1 on FAST ELA PM1,2,3 and/or two or more grade levels below on progress monitoring and/or diagnostic assessment (red); student scores on benchmark and/or unit assessments are continuously low achieving and well below grade level, below 60%, and/or Teacher Recommendation of additional levels of support.		
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: Kindergarten-2nd Grade: Students who score below the 10th percentile on PM1 or PM2 and/or who score “Two or more grade levels below” on the iReady and/or score below 50% on classroom or district progress monitoring assessments. In addition, students who were retained shall be considered for MTSS. Students who scored a 1 or 2 on FAST STAR Early Literacy or FAST STAR Reading on PM3 the prior school year would also be considered for MTSS. 3rd -5th Grade: Students who score below the 20th percentile on PM 1 or PM2 and/or score “One or more grade levels below” on iReady and/or score below 50% on classroom or district progress monitoring assessments. In addition, students who were retained shall be considered for MTSS. Students who scored a 1 or 2 on the previous year’s FAST PM 3 would also be considered for MTSS.		
Number of times per week interventions are provided: 4 to 5 times a week Number of minutes per intervention session: 30 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)
SIPPS	Moderate	

i-Ready Personalized Instruction using the Teacher Toolbox Resources for teacher-led small group instruction.		i-Ready Toolbox Personalized Instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. (moderate evidence) 2. Provide time for differentiated reading instruction for all students based on students' current reading level. (minimal evidence) 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (strong evidence) 4. Monitor the progress of tier 2 students at least once a month. (minimal evidence) 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after a reasonable time in tier 2 small group instruction (minimal evidence). These recommendations were built into the program by administering the diagnostic assessment to determine the student's areas of strength and weakness. Then, aligning standards-based resources that the teachers can pull to implement during small group instruction. The district will support and monitor implementation of this program by following the guidelines and process under the MTSS framework and including professional learning opportunities from the i-Ready company and district coaching team.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Precision Teaching		Precision Teaching does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Precision teaching is a strategy, not a curriculum. This strategy utilizes Level 4 strategies, which

		provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after a reasonable time in tier 2 small group instruction (tier 3). The district will support and monitor implementation of this program by training specific interventionists, observing, providing feedback, and analyzing student data and response to intervention.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
The Newcomers Curriculum		The Newcomers Curriculum does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades. Recommendation(s) list out each recommendation AND level(s) of evidence. Recommendation 3: Provides extensive and varied vocabulary instruction. The level of evidence is strong. These recommendations were built into the program: The Newcomers Curriculum is designed for students beginning their English language journey, <i>Ready, Set, Go! Newcomers Kits</i> provide a sequential workbook series to develop key language skills and boost their confidence as communicators. For English language proficiency levels 1 and 2 (entering and beginning) Ideal for Students with Interrupted Formal Education (SIFE) From phonics to social communication to academic language, the series builds students' writing, speaking, listening, and reading abilities while reinforcing grammar. Life-skills vocabulary is a key focus, ensuring success inside and outside the classroom. The district will support and monitor the implementation of this program by The district ELL teachers will model and coach teachers during small group instruction, implementing the Newcomers Curriculum. The district ELL teachers will conduct walkthroughs

		during small group instruction time, making sure the curriculum is implemented with fidelity, including professional learning opportunities) for professional learning: The district ELL teachers will provide professional learning on best practices for ELL students, such as vocabulary instruction emphasizing the acquisition of meanings of everyday words.
Teams Toolkits for grades K-12		The Teams Toolkit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades. Recommendation(s) list out each recommendation AND level(s) of evidence. Recommendation 3: Provide extensive and varied vocabulary instruction. The level of evidence is strong. Recommendation 4: Develop academic English. The level of evidence is strong. These recommendations were built into the program: The Team Toolkit Teaching ELs for grades K-12 features structured activities in listening, reading, writing, and speaking to help English Language Learners develop the academic language needed for classroom success. Marzano's (2010) research on academic vocabulary development indicates vocabulary knowledge as a significant indicator of a student's academic success. Students with limited vocabulary, including English learners, are likely to have difficulty with core academic areas. Simply providing a list of words to memorize is not enough to help students acquire new content-specific academic vocabulary. For students learning English, "using real and virtual experiences and visuals to introduce vocabulary" is critical (Cunningham, 2009, p. 86). Students will increase their overall academic success as they learn the core content language in a rich and contextualized learning environment. The TEAM Toolkits teach academic vocabulary words in meaningful and engaging ways through a variety of contexts to ensure students can use the newly acquired vocabulary throughout their academic day.

		The district will support and monitor the implementation of this program by The district ELL teachers will model and coach teachers during small group instruction, implementing the TEAMS Toolkit Curriculum. The district ELL teachers will conduct walkthroughs during small group instruction time, making sure the curriculum is implemented with fidelity, including professional learning opportunities for professional learning: The district ELL teachers will provide professional learning on best practices for ELL students, such as vocabulary instruction emphasizing the acquisition of meanings of everyday words, building academic vocabulary, contextualized academic vocabulary development with meaningful repetition, and creating a language-rich learning environment.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. ● targeted instruction based on student need ● A small group or additional time allotted is in addition to core instruction and tier 2 interventions ● Students will be instructed in the Orton-Gillingham Approach (unbranded) that includes multisensory, ● systematic and explicit phonics/phonemic awareness instruction. ● Small groups of 3-5 will be formed by the results of the screener to differentiate instruction, providing explicit ● instruction using multisensory activities and strategies based on the student's individual needs. The ● The following examples of multisensory strategies will be incorporated in the classroom: ● Use graphic organizers to assist with comprehension strategies ● Tap out sounds ● Use body movements for various sounds ● Use textured materials to manipulate letters in words ● Use food that begins with the focus sound to reinforce the sounds(/c/ cookies) ● Differentiated Instruction will include, but not limited to, phonemic awareness lessons, concept of print, ● alphabetic principle, oral language development, vocabulary, and listening comprehension. ● one-on-one instruction; accommodations (IEP, ESOL, or 504); more frequent progress monitoring		

6. 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.

- o *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: Summer School runs from June 3rd to June 30. The students' days are Mondays-Thursdays from 8:00 am to 2:30 pm
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Third-grade summer school students will receive intensive interventions using explicit, systematic, and gradually released lessons in a small group (1:10) setting. UFLI and FCRR Student Center Activities are programs used, and specific teacher training will be provided.
Alternative Assessment Used: Stanford Achievement Test, 10 th Edition (SAT 10)
Additional Information (optional): All summer reading camp teachers are reading endorsed and highly effective. District plans to meet 1008.25 (7)

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.

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?
STAR Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ 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 Inform	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ 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
FAST Star Early Literacy	☒ Some Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic	☒ As Needed
SAVVAS	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Summative	☒ As Needed

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

Students entering grade 6 as Tier 2/Tier 3 will remain in the MTSS process until data is collected and their current plan is reviewed and mediated.

- MTSS team meetings are in place to analyze student data and determine a plan of action for Tier 2 and Tier 3.
- Students in this category who have been identified as having a substantial reading deficiency, based on the results of their first FAST Assessment, STAR Progress Monitoring assessment, and/or their first iReady Diagnostic Benchmark Assessment, will be provided targeted instruction based on the suggested skills from the data reports.
- These students will receive Tier 2 intensive interventions for an additional 90 minutes per week in a small group of 5-8 students.
- Students who continue to struggle will receive Tier 3 interventions for 120 additional minutes from a reading endorsed/certified teacher. This will occur in a small group of 3-5 students.
- Parents will be notified of the intensive reading interventions that are being used to help their child

improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.

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

Administrators, coaches, and teachers will monitor the effectiveness of instruction by conducting walkthroughs and analyzing standards mastery assessment data that indicate at least 80% of students are scoring 70% or higher, a level 3 or higher on FAST data, and on grade level (green) on iReady diagnostics. Classroom Walkthroughs, Coaching Cycles, and professional learning aligned to grade level, standards-based, reading instruction will be used to improve the effectiveness of Tier 1 instruction.

Administrators, coaches, teachers, and other stakeholders monitor the effectiveness of instruction through walkthroughs, weekly PLCs, Data Chats, Staff meetings, and RtI/MTSS meetings. Ongoing PDs on standards-based planning and standards-based instruction.

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

The process in place to identify Tier 2 interventions is monitoring student data on State and District assessments, along with teacher observations. Targeted progress monitoring data used to isolate specific skill deficits (e.g., reading fluency vs. comprehension) from FAST and iReady Inform reports and evaluate group responsiveness. Bi-weekly or weekly (every 1–2 weeks) to catch flatlining growth trends early. Typically, **4–8 students** per interventionist. This range leverages middle school peer dynamics while allowing for targeted attention. Modifying the "dose" (adding 15 minutes), changing group composition, or switching to a different pre-packaged standard protocol. Classroom Walkthroughs, Coaching Cycles, and professional learning aligned to standards-based, reading instruction will be used to improve the effectiveness of Tier 2 instruction.

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

Students identified as Tier 3 will be provided with daily differentiated intervention strategies as per iReady prescriptive instruction. FAST Level 1 - Students scoring substantially below grade level benchmark category will receive immediate intensive intervention four days a week for a minimum of 30 minutes per day in groups of 3-5 students, in addition to the 45-minute ELA block. Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.

The problem solving process includes the following steps. The team must identify the exact skill gap and establish a precise baseline. Analyze Instruction, Curriculum, Environment, and Learner to isolate the cause. Breaking skills down into smaller, bite-sized components with immediate, corrective feedback. As stated previously, receive immediate intensive intervention four days a week for a minimum of 30 minutes per day in groups of 3-5 students, in addition to the 45-minute ELA block. Evaluation happens continuously, with data reviews typically occurring every 3 to 4 weeks.

Data will be discussed at weekly PLC meetings, Data Chats with admin, teachers, and/or students, during Literacy Committee Meetings, and during MTSS meetings.

Interventions for Tier 3 will be provided by teachers who are reading-endorsed.

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 Data - Students score in the proficient zone, Level 3, 4, or 5, on the FAST ELA Progress Monitoring according to state guidelines IReady Diagnostic - Student scores on or above grade level (green) List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Scoring on or above grade level on state and district assessments. FAST scores of Level 3,4,5. Score of 70% or higher on benchmark or unit assessments.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
SAVVAS	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Performing more than one grade level below on mid-year i-Ready Inform; Student performs lower than grade level proficiency on mid-year progress monitoring and/or diagnostic assessments; student scores of 69% or lower on district benchmark and/or unit assessments. FAST ELA score of Level 1 or 2	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: FAST ELA score of Level 1 or 2 One grade level below proficient on i-Ready Inform (Yellow) Teacher recommendation of needing Tier 2 Services. Number of times per week interventions are provided: 3x Number of minutes per intervention session: 30 min.

Course(s) where interventions take place: Intervention Block and/or Intensive Reading Course		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Ready Reading by Curriculum Associates		● Reading Ready does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Practice Guide: Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022) • Build students’ decoding skills so they can read complex multisyllabic words — Strong evidence • Provide purposeful fluency-building activities to help students read effortlessly — Strong evidence • Routinely use a set of comprehension-building practices to help students make sense of the text — Strong evidence • Provide students with opportunities to practice making sense of stretch text — Strong evidence These recommendations were built into the program by embedding explicit lessons in decoding and word analysis, integrating fluency practice through repeated readings with feedback, incorporating structured comprehension routines that develop questioning, summarization, and monitoring strategies, and gradually increasing text complexity so students practice making meaning from stretch text within a scaffolded framework. The district will support and monitor implementation of this program by providing professional learning on Reading Ready instructional routines, supporting teachers through PLCs and coaching to strengthen fluency and comprehension instruction, and monitoring fidelity of implementation through classroom observations and student progress data reviews aligned with WWC recommendations
CommonLit	N/A	Common Lit does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation supports the Program: Providing Interventions in Grades 4-9. 1. Build students decoding skills so they can read complex multisyllabic words 2. Provide purposeful fluency-building activities to help students read effortlessly

		3. Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read. 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information These recommendations were built into the program by providing access to a lesson library with targeted texts and instructional support that can be aligned to students' specific literacy needs. CommonLit lessons emphasize vocabulary, comprehension, fluency, and close reading routines, while also allowing students to engage with increasingly complex texts with scaffolded teacher support. The district will support and monitor implementation of this program by offering professional learning on selecting and delivering targeted CommonLit lessons aligned to diagnostic and formative assessment data, facilitating PLCs to share strategies for leveraging the lesson library effectively, and monitoring usage and student outcomes through teacher observation and program reports to ensure alignment with WWC recommendations.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
English Language Learners		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Vista Higher Learning- Bridges		The Vista Higher Learning- Bridges does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle Schools Recommendation(s) list out each recommendation AND level(s) of evidence. Recommendation 1: Teach a set of academic vocabulary words intensively. The level of evidence is strong. Recommendation 2: Integrate oral and written English Language Instruction into content-area teaching. The level of evidence is strong. Recommendation 3: Provide regular, structured opportunities to develop written language skills. The level of evidence is promising (minimal). Recommendation 4: Provide small group instructional interventions to students struggling in areas of literacy and English Language development. The level of evidence is moderate. These recommendations were built into the program: Bridges is designed to help English learners and striving readers achieve grade-level proficiency through carefully scaffolded supports and highly engaging activities. 2. Develops proficiency in the vocabulary, reading, listening, speaking, writing, and grammar skills that are vital to success in school and in life 3. Promotes academic language development and scaffolds reading and writing skills 4. Engages students with rich, motivating literary texts and thought-provoking informational texts in science, social studies, math, and other content areas 5. Engages students with authentic media and a rich digital learning

		environment designed specifically to support language learning The district ELL teachers will model and coach 6-8 ELA teachers during small group instruction implementing the Vista Higher Learning Bridges Curriculum. The district ELL teachers will conduct walkthroughs during small group instruction time making sure the curriculum is implemented with fidelity. The district ELL teachers will provide professional learning on best practices for ELL students such as vocabulary instruction emphasizing the acquisition of meanings of everyday words, building academic vocabulary, contextualized academic vocabulary development with meaningful repetition and creating a language-rich learning environment
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students scoring a Level 1 on FAST ELA Two or more grade levels below on the iReady Inform (Red) Student scores on district benchmark and/or unit assessments are continuously low-achieving, 59% or lower, and well below grade level. Teacher Recommendation of additional levels of support needed. Students who are in MTSS Tier 2 and who are not closing the achievement gap/showing academic progress in the current interventions being provided at the end of the 10-13 week cycle will be referred for Tier 3 interventions in which the frequency increases and the groups size reduces.		
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: Scale Score on FAST ELA is a level 1 on the most recent state assessment, and/or student scores 2 or more grade levels below on the most recent i-Ready Inform, and/or Teacher Recommendation of additional levels of support.		
Number of times per week interventions are provided: 4-5x Number of minutes per intervention session: At least 30 minutes per session for a total of 120 minutes per week; in addition to Tier 1 & 2 services.		

Course(s) where interventions take place: Intervention Block and/or Intensive Reading Course		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady Personalized Instruction (student path)	ESSA Level 2 (Moderate)	Personalized Instruction - "My Path" lessons designed to fill learning gaps with targeted support to get students on grade level in literacy.
I-Ready Tool Box (Tools for Scaffolding etc)	ESSA Level 2 (Moderate)	Personalized instructional lessons provided by teachers based on identified student needs via I-Ready Inform.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
The Newcomers Curriculum		The Newcomers Curriculum does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades. Recommendation(s) list out each recommendation AND level(s) of evidence. Recommendation 3: Provides extensive and varied vocabulary instruction. The level of evidence is strong. These recommendations were built into the program: The Newcomers Curriculum is designed for students beginning their English language journey, <i>Ready, Set, Go! Newcomers Kits</i> provide a sequential workbook series to develop key language skills and boost their confidence as communicators. For English language proficiency levels 1 and 2 (entering and beginning)

		Ideal for Students with Interrupted Formal Education (SIFE) From phonics to social communication to academic language, the series builds students' writing, speaking, listening, and reading abilities while reinforcing grammar. Life-skills vocabulary is a key focus, ensuring success inside and outside the classroom. The district will support and monitor the implementation of this program by The district ELL teachers will model and coach teachers during small group instruction, implementing the Newcomers Curriculum. The district ELL teachers will conduct walkthroughs during small group instruction time, making sure the curriculum is implemented with fidelity, including professional learning opportunities) for professional learning: The district ELL teachers will provide professional learning on best practices for ELL students, such as vocabulary instruction emphasizing the acquisition of meanings of everyday words.
TEAMS Toolkits Teaching ELs for Academic Language Mastery		The Teams Toolkit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades. Recommendation(s) list out each recommendation AND level(s) of evidence. Recommendation 3: Provide extensive and varied vocabulary instruction. The level of evidence is strong. Recommendation 4: Develop academic English. The level of evidence is strong. These recommendations were built into the program: The Team Toolkit Teaching ELs for grades K-12 features structured activities in listening, reading, writing, and speaking to help English Language Learners develop the academic language needed for classroom success. Marzano's (2010) research on academic vocabulary development indicates vocabulary knowledge as a significant indicator of a student's academic success. Students with limited vocabulary, including English learners, are likely

		to have difficulty with core academic areas. Simply providing a list of words to memorize is not enough to help students acquire new content-specific academic vocabulary. For students learning English, “using real and virtual experiences and visuals to introduce vocabulary” is critical (Cunningham, 2009, p. 86). Students will increase their overall academic success as they learn the core content language in a rich and contextualized learning environment. The TEAM Toolkits teach academic vocabulary words in meaningful and engaging ways through a variety of contexts to ensure students can use the newly acquired vocabulary throughout their academic day. The district will support and monitor the implementation of this program by The district ELL teachers will model and coach teachers during small group instruction, implementing the TEAMs Toolkit Curriculum. The district ELL teachers will conduct walkthroughs during small group instruction time, making sure the curriculum is implemented with fidelity, including professional learning opportunities for professional learning: The district ELL teachers will provide professional learning on best practices for ELL students, such as vocabulary instruction emphasizing the acquisition of meanings of everyday words, building academic vocabulary, contextualized academic vocabulary development with meaningful repetition, and creating a language-rich learning environment.
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Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Early Literacy	☒ Some Students	☒ Oral Language ☒ Phonological Awareness	☒ Screening ☒ Progress Monitoring	☒ As needed

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
		☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Diagnostic	

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?
Performance Matters	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ 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
CommonLit - Reading Assessment	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

Students entering grade 9 as a Tier 2/Tier 3 will remain in the MTSS process until adequate data is collected before adjusting their path • MTSS team meetings are in place to analyze student data and determine a plan of action, and become more frequent for Tier 2 and Tier 3. • Students in this category who have been identified as having a substantial reading deficiency, based on the results of their first FAST Assessment and other progress monitoring assessments, will be provided with a level and content of daily differentiated intervention strategies. • Analyze data results to determine the level and content of differentiated intervention and to provide targeted instruction in areas identified on baseline assessments. These students will receive Tier 2
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intensive interventions for an additional 90 minutes per week in a small group of 5-8 students.

- Students who continue to struggle will receive Tier 3 interventions for 120 additional minutes from a reading-endorsed/certified teacher. This will occur in a small group of 3-5 students.
- Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.

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

Administrators, coaches, and teachers will monitor the effectiveness of instruction by conducting walkthroughs and analyzing standards mastery assessment data that indicate at least 80% of students are scoring 70% or higher, a level 3 or higher on FAST data, and on grade level (green) on iReady Inform. Classroom Walkthroughs, Coaching Cycles, and professional learning aligned to grade level, standards-based, reading instruction will be used to improve the effectiveness of Tier 1 instruction.

Administrators, coaches, teachers, and other stakeholders monitor the effectiveness of instruction through walkthroughs, weekly PLCs, Data Chats, Staff meetings, and RtI/MTSS meetings. Ongoing PDs on standards-based planning and standards-based instruction.

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

Instructional walks to ensure fidelity of implementation and weekly planning meetings with an administrator to discuss individual student performance and track data. In addition, a positive trend line in data shows an increased rate of growth, the gap is closing, and the level of proficiency increases over time. Students move up a “bucket” or proficiency level on FAST. Tier 1 instruction is monitored by multiple district walks in which district leaders, school administrators, and coaching walk classrooms collecting data and calibrating to ensure rigor, student engagement, and student outcomes. The information is analyzed via a “datacom” in which the team identifies strengths and next steps. The cycle is repeated every 30 days to ensure ongoing monitoring and growth of tier 1 instruction.

Tier 2 interventions are conducted in groups of 5-8 students in addition to their Tier 1 instruction. Students who are making academic progress, closing the achievement gap may remain at Tier 2 or return to Tier 1 depending on the data and the team decision. Interventions must be conducted for 10-13 weeks.

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

Students in this category who have been identified as having a substantial reading deficiency, based on their first Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per a curriculum-prescribed instruction. FAST Level 1 - Students scoring substantially below grade level benchmark category will receive immediate intensive intervention four days a week for a minimum of 30 minutes per day in groups of 3-5 students, in addition to the 45-minute ELA block, by a certified reading endorsed professional

Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents. Data will be discussed at weekly PLC meetings, Data Chats with admin, teachers, coaches, and/or students, during Literacy Committee Meetings, and during MTSS meetings.

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: Students score a proficient level, 3,4,5, on the FAST ELA Progress Monitoring Assessment. Students demonstrate academic success in the classroom on daily assignments, curriculum assessments, and standards mastery assessments via Performance Matters. Achieve a proficient level on an alternate assessment (i.e., CLT, SAT, ACT) according to state guidelines. Are on track for graduation.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Proficient Scale Score, Level 3,4,5, based on state guidelines on standardized assessments. Score of 70% or higher on benchmark or unit assessments.	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
StudySync	2021
SpringBoard	2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student performs below grade level proficiency on mid-year progress monitoring and/or diagnostic assessments; student scores of 69% or lower on benchmark and/or unit assessments; Scale Score is a level 2 below proficient based on mid-year state guidelines. Not on track for graduation	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: Most recent FAST ELA score of Level 1 or 2, score one or more levels below proficient on progress monitoring and/or benchmark assessments, and/or teacher recommendation of needing Tier 2 Services. This includes students who scored a 1 or 2 on the prior year FAST PM 3 or did not pass a specified EOC. In addition, Not on track for graduation, did not earn a graduation requirement credit, below 69% on district benchmark and/or unit assessments.	
Number of times per week interventions are provided: 3x Number of minutes per intervention session: 30 min Course(s) where interventions take place: Intensive Reading and/or Intervention block	

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)
CommonLit 360	N/A	Common Lit does not meet strong, moderate, or promising levels of evidence; however, the Following the IES Practice Guide Recommendation supports the Program: Providing Interventions in Grades 4-9. 1. Build students' decoding skills so they can read complex multisyllabic words 2. Provide purposeful fluency-building activities to help students read effortlessly 3. Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read. 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information These recommendations were built into the program by providing access to a lesson library with targeted texts and instructional supports that can be aligned to students' specific literacy needs. CommonLit lessons emphasize vocabulary, comprehension, fluency, and close reading routines, while also allowing students to engage with increasingly complex texts with scaffolded teacher support. The district will support and monitor implementation of this program by offering professional learning on selecting and delivering targeted CommonLit lessons aligned to diagnostic and formative assessment data, facilitating PLCs to share strategies for

		leveraging the lesson library effectively, and monitoring usage and student outcomes through teacher observation and program reports to ensure alignment with WWC recommendations.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Loss of growth rate and the risk level increase exponentially over time. The gap is widening and a student is not demonstrating academic progress regardless of the Tier 2 interventions being provided in a small group and for at least 60 minutes per week. Students scoring a Level 1 on FAST ELA and/or two or more grade levels below on progress monitoring and/or diagnostic assessment; student scores on benchmark and/or unit assessments are continuously low achieving and well below grade level, 59% or lower, and/or Teacher Recommendation of additional levels of support.		

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: Most recent FAST ELA score of Level 1, score two or more levels below proficient on progress monitoring and/or benchmark assessments, and/or teacher recommendation of needing Tier 3 Services. Not on track for graduation		
Number of times per week interventions are provided: 4-5x Number of minutes per intervention session: At least 30 minutes per session for a total of 120 minutes per week; in addition to Tier 1 & 2 services. Course(s) where interventions take place: Intensive Reading and/or Intervention block		
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)
CommonLit - Target Lessons	N/A	CommonLit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Practice Guide: Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022) • Build students’ decoding skills so they can read complex multisyllabic words — Strong evidence • Provide purposeful fluency-building activities to help students read effortlessly — Strong evidence • Routinely use a set of comprehension-building practices to help students make sense of the text — Strong evidence • Provide students with opportunities to practice making sense of stretch text — Strong evidence These recommendations were built into the program by providing access to a lesson library with targeted texts and instructional support that can be aligned to students’ specific literacy needs. CommonLit lessons emphasize vocabulary, comprehension, fluency, and close reading routines, while also allowing students to engage with increasingly complex texts with scaffolded teacher support. The district will support and monitor implementation of this program by offering professional learning on selecting and delivering targeted CommonLit lessons aligned to diagnostic and formative

		assessment data, facilitating PLCs to share strategies for leveraging the lesson library effectively, and monitoring usage and student outcomes through teacher observation and program reports to ensure alignment with WWC recommendations.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

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

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

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

Name of Professional Learning	Target Audience	Description
UFLI	New teachers	Explicit, systematic phonics instruction. Reading coaches, trained by the University of Florida, provide cohesive full day, partial day,

		on the spot coaching, and co-teaching as part of the training and implementation process. The trainings include instruction on The science of reading foundations, the 8 step lesson, mastering the mechanics of the how to handle specialized multi-sensory techniques, such as "pounding out" sounds, running systematic word chains during the Blending Drill, and explicitly teaching irregular "Heart Words" (words with parts that don't follow standard phonetic rules). Teachers are also trained on how to administer and analyze concept-based spelling assessments to track skill mastery, catch flatlining students early, and structure differentiated Tier 2 or Tier 3 intervention. This is offered to all new teachers at the beginning of each school year with continued support embedded throughout the school year.
Science of Learning	Teachers	Investigates how the human brain takes in, processes, and retains information. All school staff are provided annual training by the Department of Education who comes to our district to provide training on the Science of Learning. Additional coaching and training follows throughout the year via coaching and PLC structures.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction. The District provides in-district courses for ESOL and Reading Endorsement at no cost to the teachers. Additional endorsements, such as gifted, are available through our local consortia or state projects. Hendry partners with UF Lastinger Center to offer Micro-Credentials in literacy.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Coaching and professional learning are differentiated based on teaching needs. Teachers are tiered, and data is collected to determine what is provided. In addition, we have at least 1 district-wide PL/PD that offers a variety of offerings so teachers can choose their PD/PL.		
Mentor Teachers		

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

Mentor teachers must have 3 or more years of teaching experience, be certified, reading endorsed, and have gone through the Clinical Educator Course. Mentor teachers are provided a guide with weekly criteria to review with their mentee (via the New Teacher Induction Program). The guide ensures all major instructional, behaviors, certification, and data processes are covered and supported. In addition, on site monthly meetings are conducted by the Reading Coach for all new teachers alongside their mentor. Mentors are available to be observed, to co-teach, and to model instruction for their mentee.

Professional Learning Time

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

Teachers meet weekly for PLCs to learn and collaborate. Additionally, quarterly half day training and two annual full day professional learnings are held to support teacher instruction.

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
After school tutoring	K-12	We offer after-school tutoring throughout the school year for students K-5 who are at risk of retention and/or demonstrating deficits in proficiency in reading and/or math. After-school tutoring is provided after semester 1 for students in grades 6-12 who are at risk of retention and/or demonstrating deficits in proficiency in reading.

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

As a district, we have created a Read-At-Home booklet for families of all students in the district grades K-5. This book was created in both English and Spanish to support families in all 6 areas of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and reading comprehension), including multisensory strategies. The district is also utilizing the state-created Read-At-Home plan from the FLDOE website. Both plans are on the district website and distributed during Family Reading Nights, MTSS meetings with parents, and PTO meetings. They are available in both print and digital formats. The New World's Reading Initiative is a huge push of the district to increase family engagement. This includes flyers going home, sign-ups at family reading nights, available one-on-one support for sign-ups at "Parent Universities," and advertisements on our website. Additional resources are sent home throughout the year and posted on our social media and websites, including New Worlds, B.E.S.T. ELA/Civics book lists, FCRR activities, Just Read Families, B.E.S.T Parent Guides, and more. Elementary schools have at least one family

night per year that focuses on literacy and parent involvement strategies. Each Secondary school hosts a fall and spring expo to engage families in literacy activities.

Parents are notified in set frequencies of their child reading deficiency. This includes the following: Progress Reports (quarters 1, 2, 3, 4), Grade Cards (quarters 1, 2, 3, 4) and parent teacher conferences. Within each cycle, resources are provided. This includes hard copies of the reading plan, a link to the reading plan, and/or other at home resources handed out to support families with reading in the home.

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

New Worlds Reading through Heartland Educational Consortium attends multiple family engagement events throughout the year to assist in signing families up for the program and providing support on engaging families in literacy at home.

The District has purchased a Literacy Bus. The bus is filled with books of all levels. The bus travels from school to school during family events to allow students of all ages to get 5 free books per event. Parents and students have all been thrilled. Even our secondary students are so excited to get books in their hands.

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

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

The Hendry County School District uses the Marzano teacher evaluation system to rate teachers across four levels based on student performance and instructional practice, and that is how we determine who is considered Highly Effective. Adhering to the recent state statute, the district prioritizes the assignment of highly effective teachers from K-2 by ensuring they are strategically placed in our critical areas, K-2. We also have incentives in place for teachers who have achieved highly effective status for 3 or more years, and provide the opportunity for them to serve as mentors or on leadership teams to support other teachers in becoming highly effective. In sum, the district's priority is to leverage the data from its evaluation system to place its most impactful educators where they can have the greatest effect on early literacy and math proficiency.

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

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

Initials	Assurance
TD	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
TD	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.
TD	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.
TD	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist, and a lead teacher, as applicable.
TD	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
TD	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.
TD	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
TD	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
TD	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):	
Signature:	Date:
Tressa Duncan	6/19/26