

LEVY CERP 2026-27 - District Comprehensive Evidence-Based Reading Plan **(Board approved 9/22/26)**

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Darby Allen	darby.allen@levyk12.org	3524865231
Data Element	Morgan Bennett	morgan.bennett@levyk12.org	3524865231
Third Grade Promotion	Darby Allen	darby.allen@levyk12.org	3524865231
Multi-Tiered System of Supports	Darby Allen	darby.allen@levyk12.org	3524865231
ESOL/MTSS	Maria Anderson	maria.anderson@levyk12.org	3524865231
Pre-Kindergarten	Rebecca Childs	rebecca.childs@levyk12.org	3524865231
Exceptional Student Education	Marcy Young	marcy.young@levyk12.org	3524865231

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	\$151,701	
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	\$1700	
Third grade summer reading camps	\$8735	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches	\$178,702	
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	\$30,273	
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	\$11,590	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	\$329	
Other – Please Describe. Add additional rows as needed.		
Children’s Literature Comprehensive Database- Access to professional reviews and other collection management features to help build school and classroom libraries that support BEST standards instruction and meet the requirements of Florida Statutes.	\$3235	
Beanstack - Providing teachers with the Classroom Library Connector in order to participate in district reading initiatives, while utilizing the titles in their classroom libraries to promote a love of reading.	\$1341	
Estimated Sum of Expenditures	\$387,606	

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%	0%	92%	95%

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

An analysis of student performance data indicates that current efforts to differentiate instruction and provide timely intervention are successfully working to improve literacy outcomes for Levy County's VPK students. Teachers will continue to provide intervention and enrichment to meet the diverse needs of their VPK students. Data also indicates that, of the students still performing below the 40th PR, almost half are students whose first language is not English. To better meet their needs, teachers will incorporate district-provided intervention materials that support English Language Learners as they are learning foundational literacy skills.

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

FAST Performance (2024-25 through 2025-26) and Literacy Goals (2026-27)

Grade Level 2024-25	percent of level 1 2024-25	percent of level 1 2025-26	change 2024-25 to 2025-26 (negative is good)	Goal for 2025-26	Goal for 2026-27	percent of level 3+ 2024-25	percent of level 3+ 2025-26	change 2024-25 to 2025-26 (positive is good)	GOAL for 2025-26	Goal for 2026-27
K	13%	13%	0%	8%	10%	59%	64%	5%	64%	67%
1*	33%	32%	-1%	27%	29%	49%	51%	2%	64%	54%
2	26%	20%	-6%	21%	17%	46%	54%	8%	57%	57%
3	24%	21%	-3%	19%	18%	51%	54%	3%	57%	57%
4	25%	27%	2%	20%	24%	53%	49%	-4%	57%	52%
5	19%	16%	-3%	14%	13%	48%	56%	8%	57%	59%
6	20%	21%	1%	15%	18%	57%	52%	-5%	60%	55%
7	23%	22%	-1%	18%	19%	56%	57%	1%	64%	60%
8	24%	27%	3%	19%	24%	51%	46%	-5%	60%	49%
9**	25%	17%	-8%	20%	14%	47%	60%	13%	57%	63%
10**	23%	24%	1%	18%	21%	45%	51%	6%	57%	54%
			-16%					32%		

*1st grade- kids who took Early Literacy were included in the level 1 count (used Performance Matters for this score, but used state "longitudinal" for other K-2

**9th and 10th - first time test takers only (Fast score used regardless of grade level tested for 24-25; used state longitudinal data report for 25-26

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST (K-5) data is collected and reviewed three times per year.	FAST (K-5) data is collected and reviewed three times per year.

	i-Ready Diagnostic data is collected and reviewed three times a year. Oral Reading Fluency- In grades 1st-3rd, this is collected monthly and reviewed quarterly. In grades 4th-5th, it is collected and reviewed three times per year. Standards-Based Report Card Assessment Data- It is collected in an ongoing process at the school level, but is reviewed quarterly at the district level via a shared spreadsheet in Performance Matters. 3rd-5th Grade Common Comprehension Assessments- For every unit, students take a common comprehension assessment; this data is reported via Performance Matters in real-time, but is reviewed at least quarterly.	i-Ready Diagnostic data is collected and reviewed three times a year. Oral Reading Fluency- In grades 1st-3rd, this is collected monthly and reviewed quarterly. In grades 4th-5th, it is collected and reviewed three times per year. Standards-Based Report Card Assessment Data- It is collected in an ongoing process at the school level, but is reviewed quarterly at the district level via a shared spreadsheet in Performance Matters. 3rd-5th Grade Common Comprehension Assessments- For every unit, students take a common comprehension assessment; this data is reported via Performance Matters in real-time, but is reviewed at least quarterly. Teacher Gradebooks are reviewed quarterly or more frequently as needed.
Actions for continuous support and improvement	Monthly Administrator Workshops- Data is reviewed throughout the year via these meetings. School administrators engage in work around their Comprehensive Needs Assessment (CNA) and School Improvement Plans (SIP) regularly, which requires the review of these data sources and the ongoing creation/monitoring of action plans to address the data. The structure and time are provided in these settings, so that district personnel are available to lend support. Monthly Reading Coach meetings- Coaches from each school meet monthly and review data at least quarterly. The group problem solves around data trends and develops support plans for teachers and students to address identified needs. Coaches also meet quarterly for professional development to develop their coaching skills to better improve global instruction in our district.	School Literacy Leadership Teams and/or Lead Teams meet regularly to review data and problem-solve around identified needs. Schools establish intervention structures in response to the data and meet at least three times a year to review Tier 1, Tier 2, and Tier 3 supports for students. Intervention group data (Tier 2 & Tier 3) is also reviewed at least monthly in Problem-Solving Team (PST) meetings. District instructional personnel are available to support schools to meet individual needs on their campuses.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	IXL Diagnostic- It is collected and reviewed three times a year via a district Snapshot window.	IXL Diagnostic- It is collected and reviewed three times a year via a district Snapshot window.

	FAST- This is collected and reviewed three times per year. Lexia PowerUp- For 6th-8th grade Intensive Reading students- Students take an initial diagnostic and are then ongoingly assessed over the course of the school year. Data is reviewed at least three times per year. Common Comprehension Assessments- For every unit, students take a common comprehension assessment, this data is reported via Performance Matters in real-time, but is reviewed at least quarterly.	FAST- This is collected and reviewed three times per year. Lexia PowerUp- For 6th-8th grade Intensive Reading students- Students take an initial diagnostic and are then ongoingly assessed over the course of the school year. Data is reviewed at least three times per year. Common Comprehension Assessments- For every unit, students take a common comprehension assessment, this data is reported via Performance Matters in real-time, but is reviewed at least quarterly. Teacher Gradebooks are reviewed quarterly.
Actions for continuous support and improvement	Monthly Administrator Workshops- Data is reviewed throughout the year via these meetings. School administrators engage in work around their Comprehensive Needs Assessment (CNA) and School Improvement Plans (SIP) regularly, which requires the review of these data sources and the ongoing creation/monitoring of action plans to address the data. The structure and time are provided in these settings, so that district personnel are available to lend support. Monthly Reading Coach meetings- Coaches from each school meet monthly and review data at least quarterly. The group problem solves around data trends and develops support plans for teachers and students to address identified needs. Coaches also meet quarterly for professional development to develop their coaching skills to better improve global instruction in our district.	School Literacy Leadership Teams and/or Lead Teams meet regularly to review data and problem solve around identified needs. Schools establish intervention structures in response to the data and meet at least three times a year to review Tier 1, Tier 2, and Tier 3 supports for students. District instructional personnel are available to support schools to meet individual needs on their campuses.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	IXL Diagnostic- It is collected and reviewed three times a year via a district Snapshot window. FAST For grades 9-10, this is collected and reviewed three times per year. Common Comprehension	IXL Diagnostic- It is collected and reviewed three times a year via a district Snapshot window. FAST- - For grades 9-10, this is collected and reviewed three times per year. Common Comprehension

	Assessments- For every unit, students take a common comprehension assessment, this data is reported via Performance Matters in real-time, but is reviewed at least quarterly.	Assessments- For every unit, students take a common comprehension assessment, this data is reported via Performance Matters in real-time, but is reviewed at least quarterly. Teacher Gradebooks are reviewed quarterly or more frequently as needed.
Actions for continuous support and improvement	Monthly Administrator Workshops- Data is reviewed throughout the year via these meetings. School administrators engage in work around their Comprehensive Needs Assessment (CNA) and School Improvement Plans (SIP) regularly, which requires the review of these data sources and the ongoing creation/monitoring of action plans to address the data. The structure and time are provided in these settings, so that district personnel are available to lend support. Monthly Reading Coach meetings- Coaches from each school meet monthly and review data at least quarterly. The group problem solves around data trends and develops support plans for teachers and students to address identified needs. Coaches also meet quarterly for professional development to develop their coaching skills to better improve global instruction in our district.	School Literacy Leadership Teams and/or Lead Teams meet regularly to review data and problem solve around identified needs. Schools establish intervention structures in response to the data and meet at least three times a year to review Tier 1, Tier 2, and Tier 3 supports for students. Intervention group data (Tier 2 & Tier 3) is also reviewed at least monthly in Problem-Solving Team (PST) meetings. District instructional personnel are available to support schools to meet individual needs on their campuses.

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.

Plans for the following have been included in the CERP (many of these goals don't require changes to the CERP, but simply support at the district level with coaches and leaders).

Standards, Curriculum, Instruction & Intervention: 1) Curriculum maps should be revised to be more standards-focused with direct instruction specifically identified for all standards and not just a reliance on the curriculum adopted. 2) Cadres need to identify areas to implement literacy strategies in all subject areas from Pk-12, particularly non-ELA content areas. 3) Schools with fewer intervention minutes will be given support in scheduling interventions to ensure all students receive the maximum minutes available within the master schedule. 4) Focus on front loading content area text in intervention block at the secondary level. 5) Support administrators in planning, scheduling, and conducting literacy walkthroughs during intervention blocks to monitor fidelity.

Professional Learning: 1) Continue to provide professional learning on ELA benchmarks and EEs, specifically in how they can be supported in content areas. 2) Provide PL on new curriculum purchased for grades k-1 (McGraw Hill Wonders). 3) Provide PL on integrating writing into the reading block and the content areas to show understanding of reading material and not just essay writing. 4) Convene cadres as needed to bolster maps and continue to improve standards-based instruction.

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 maintains a clear and consistent expectation for at least four classroom walkthroughs per class per year, one or two formal evaluations, and at least two school-wide learning walks focused on explicit instruction (or district focus). These walkthroughs/observations are conducted by school-based administrators and focus on capturing instructional practices aligned with Domains 2 and 3 of the Danielson Framework. Data from these observations is collected electronically and reviewed regularly.

The Director of Accountability compiles walkthrough data monthly, and any concerns that arise are addressed collaboratively by the District Instructional Team. In addition to school-level review, the District Instructional Team conducts a quarterly analysis of the data. If necessary, data collection can be increased based on input from school administrators or the District Instructional Team.

Classroom walkthrough insights are shared and discussed during monthly administrator meetings, with an emphasis on identifying and sharing best practices. The data is also disaggregated to highlight instructional trends and identify areas in need of support, which in turn informs targeted professional development planning.

Each school has a Problem-Solving Team (PST) that meets at least once per nine weeks. In collaboration with school administrators, the PST uses walkthrough data to address areas requiring improvement. These findings are also reviewed during district administrator meetings, where leadership teams establish goals and determine relevant professional learning opportunities.

Additionally, principals and reading coaches meet at least monthly to address concerns related to the fidelity of the reading block and implementation of the K–12 Reading Plan, ensuring alignment with district priorities and instructional goals.

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 use a shared district spreadsheet via Performance Matters to capture district-level progress monitoring data and state FAST data, which is all reviewed at the school level with grade-level teams and at the district level with the District Instructional Team at least quarterly; it provides insight on any needs that may need to be addressed. This is woven into the School Improvement Plans, and plans are also monitored no less than quarterly with district level “data chats.” Core instruction is adjusted based on these data reviews. Furthermore, interventions are evaluated at the school level at least quarterly through Problem Solving Teams, and adjustments are made based on the available progress monitoring data.

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

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

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

☒ Yes

☐ No

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

n/a

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

At the beginning of the school year, the approved K–12 Reading Plan—along with the JRF Coaching Model and the Levy County Reading Coach job description—will be shared with all administrators. During this session, principals will receive a detailed overview of the expectations and responsibilities of reading coaches.

Ongoing communication about the coaching model continues throughout the year during monthly administrator meetings. These meetings provide opportunities to highlight reading coach initiatives, share evidence of shifts in instructional practice, and reinforce the positive impact of coaching on teacher effectiveness and student outcomes.

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

Coaches will have quarterly opportunities for professional development, in addition to their monthly cohort meetings, and will receive ongoing individual support via the District Literacy Coordinator. Coaches are also provided multiple opportunities for learning offered by the JRF office, FLDOE, Lastinger Center, and other credible organizations to support instructional coaches.

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?

During the school year, reading coaches will meet monthly as a cohort. The meeting agendas will be built to emphasize high-priority and high-impact activities that should be occurring at that point during the school year.

In order to help coaches prioritize coaching, data-based planning with teachers, and responsive professional development, administrators and coaches are encouraged to set goals around the number of coaching cycles, professional learning sessions, etc., that will be conducted over the course of the year, and this is monitored in relation to their personal evaluation.

Furthermore, individual coaching for the coaches will be provided by the District Literacy Coordinator based on need throughout the year.

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

Reading coaches maintain weekly logs that document their time and coaching activities. These logs are reviewed monthly by the District Literacy Coordinator to ensure alignment with district goals and to monitor the effectiveness of coaching support.

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

The district measures the effectiveness of literacy coaches through a comprehensive evaluation system that balances student outcomes, coaching practices, and instructional leadership. Thirty-four percent (34%) of a coach's evaluation is based on measurable outcomes tied to school and coaching priorities:

- 25% is based on school-wide ELA proficiency, reflecting the coach's impact on improving student achievement through modeling, data analysis, and support for high-quality instruction.
- 25% is based on ELA FAST learning gains, recognizing the coach's role in using assessment data to guide instructional adjustments and promote student growth.
- 25% is based on the completion of four full coaching cycles per year, which include goal-setting, co-teaching, feedback, and reflection with teachers.
- 25% is based on collaborative planning with teachers, as documented through coaching logs, to ensure alignment with standards and evidence-based strategies.

(These four areas are equally weighted within the 34% portion of the evaluation.)

The remaining 66% of the evaluation is based on the Instructional Specialist Danielson Rubric. This rubric evaluates the coach's professional knowledge, instructional planning, support for adult learners, and reflective practices. It ensures that coaching effectiveness is also measured through professional behaviors, communication, and leadership.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

Within the district's most recent strategic plan, the first objective is centered around the priority area of Student Achievement; goals are broken down as follows: 1. Performance & Growth: Increase student achievement, resulting in improvements for each school's learning gains and grade level proficiency rates. 2. Closing the Gap: Provide equity and excellence of education by increasing overall performance and eliminating the gaps among subgroups. 3. Achieve the District's mission for college and career readiness by providing appropriate supports for student progression in order to increase graduation rates.

In general, a regular phrase in Levy county is "all students." Although we fully recognize the various subgroups and certainly target certain activities around what's good for groups of students, we also espouse the concept that we serve ALL students regardless of their subgroup status.

For Goal 1, Levy County School District has implemented School Improvement days, which allow for collaborative planning and decision making among teachers around instruction, assessment and data analysis. These planning days and additional planning time at the school level allow a seamless integration of the six areas of reading, various assessment methods, and also sound core instruction. Further, we have streamlined the instructional materials adoption process to ensure high quality curriculum is used in all classrooms to better facilitate growth and Tier 1 instruction.

For Goal 2, we have processes and procedures in place to help close the achievement gap through MTSS identification and interventions. We provide interventions for ALL students (including those with disabilities and English language learners). We also are an AVID district, which encourages the regular analysis of subgroup data and eliminates barriers for underrepresented subgroups. Further, we have a strong School Improvement Process (SIP) requiring not only SMART goals, but also the regular monitoring of those goals at the school and district level. The SIP requires that school leadership teams analyze their overall data and subgroup data to design goals and strategies for the elimination of achievement gaps among groups of students.

Goal 3 is supported heavily in Levy through our District Director of AVID and Career and Technical Education (CTE) and the department as a whole. College and Career readiness is part of the AVID curriculum both for the elective (some students) and for school-wide implementation (ALL students). Our district maintains multiple CTE Pathways per school with meaningful, engaging activities to keep students engaged in learning about College and Career readiness. Further, our district utilizes Xello in all grade levels to support

In addition to improving student achievement, our Human Resource goals are as follows: 1. Strengthen the recruitment, onboarding and retention of highly effective employees. 2. Build teacher and leadership capacity at all levels. Both of these are accomplished through high quality professional learning and coaching. We have an innovative mentoring program with mentors devoted to supporting new teachers, and a strong academic team to provide professional learning around explicit instruction, AVID strategies, MTSS, Special Education, all content areas, technology, and so much more.

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.

The district's public school PreK program is committed to ensuring that every child, regardless of background or ability, receives a high-quality, developmentally appropriate early learning experience. Our plan is structured around four key components: assessment, standards, instruction, and support. This comprehensive approach ensures that the diverse academic and developmental needs of all learners are addressed effectively and equitably.

1. Assessment - Our assessment plan is designed to monitor student progress, inform instruction, and identify areas of need early in the year.

- a. Progress Monitoring for VPK: All VPK students participate in state-approved VPK assessment at the beginning, middle, and end of the year to measure growth in early literacy and numeracy skills. Teachers also use observational checklists, anecdotal notes, and performance tasks aligned with Florida Early Learning and Developmental Standards to document student learning throughout the year.
- b. Progress Monitoring for ESE Students: ESE students are assessed using individualized progress monitoring aligned with their Individualized Education Plans (IEPs), ensuring accommodations and modifications are in place. They are also monitored using the Child Outcome Summary Process to ascertain growth in all domain areas using the Florida Early Learning and Developmental Standards.

2. Standards - Our curriculum is aligned with the Florida Early Learning and Developmental Standards – Birth to Kindergarten, ensuring high expectations and consistent learning goals across all PreK classrooms. Instruction is planned using backward design to ensure alignment with developmental benchmarks across key domains—cognitive, language, literacy, mathematics, physical, and social-emotional development. Standards are implemented in flexible ways to meet the varied needs of general education, ESE, and multilingual learners while maintaining a focus on age-appropriate outcomes.

3. Instruction - Instruction across all PreK programs is grounded in developmentally appropriate, evidence-based practices:

- a. Whole Group, Small Group, and Individualized Learning: A balanced instructional model is used to provide both core experiences and differentiated support based on student need.
- b. Inclusive Classrooms: Students with disabilities are included to the greatest extent appropriate, with support facilitation, visual supports, and adaptive materials provided to ensure access and equity.
- c. Literacy and Language Focus: Daily instruction includes interactive read-alouds, shared writing, phonological awareness activities, and structured language play to build foundational literacy skills.
- d. Intentional Play-Based Learning: Teachers create engaging environments where learning through play is purposeful and aligned to standards.

4. Support Systems - A comprehensive system of support ensures that students, families, and teachers have the resources they need to succeed.

- a. Multi-Tiered System of Supports (MTSS): Early interventions are provided based on student performance data, including Tier 2 and Tier 3 supports in literacy, language, and behavior development.
- b. ESE Services: Students identified with exceptionalities receive specially designed instruction and related services in accordance with their IEPs, provided by certified specialists in collaboration with general education teachers.
- c. Family Engagement: Families are valued as essential partners. The district offers regular communication, home learning activities, and transition-to-kindergarten support.

5. Professional Development: All PreK staff receive ongoing professional development in early childhood pedagogy, inclusive practices, behavior strategies, and cultural responsiveness.

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

The district's public school PreK program uses a comprehensive, developmentally appropriate suite of instructional materials designed to support all areas of early learning and meet the needs of diverse learners. Materials are aligned with the Florida Early Learning and Developmental Standards – Birth to Kindergarten and are selected to ensure accessibility, engagement, and inclusion for VPK and PreK ESE students.

- State-Approved VPK Curriculum: The program implements *The Creative Curriculum for Preschool*, a research-based, state-approved curriculum that aligns with Florida VPK standards and supports whole-child development. These curricula emphasize hands-on, inquiry-based learning with daily opportunities for literacy, math, science, and social-emotional development.
- Literacy Materials: High-quality children's literature (fiction and nonfiction) is integrated throughout instruction to support language development, comprehension, and vocabulary. Materials to build phonological awareness, alphabet knowledge, and oral language include manipulatives (e.g., magnetic letters, sound cards), songs, rhymes, and big books. Structured phonological awareness routines are embedded using tools like Kickstart Literacy, Heggerty Foundational Phonemic Awareness, or Florida Center for Reading Research (FCRR) early literacy resources.
- Mathematics Materials: Hands-on math manipulatives such as counting bears, pattern blocks, unifix cubes, and ten frames are used to teach number sense, classification, patterns, and geometry. Math is integrated into centers and play, using real-life scenarios and visual supports to scaffold understanding. Small group math lessons are available through Hand2Mind supplemental curriculum materials.
- Adapted and Accessible Materials: Picture communication symbols (PCS), visual schedules, tactile books, and adapted writing tools are available for students with disabilities. Materials are modified as needed for sensory, physical, or cognitive needs as outlined in each child's IEP. Students who are nonverbal or have limited verbal abilities have access to AAC devices, picture boards, or communication apps to support language development and participation.
- Behavior and Social-Emotional Tools: Tools such as *Second Step Early Learning*, *Conscious Discipline*, and *Zones of Regulation* are used to promote social-emotional learning and behavior self-regulation. Visual supports (e.g., emotion charts, first-then boards) are used daily to foster independence and emotional awareness.
- Learning Centers and Classroom Materials: Classroom environments are rich in print and hands-on materials that support independent exploration and teacher-guided learning across all developmental domains.

All instructional materials are thoughtfully selected and regularly reviewed to ensure alignment with standards, cultural responsiveness, accessibility, and developmental appropriateness. By integrating high-quality, inclusive, and engaging materials, the district's PreK program ensures that all children are provided with the foundational skills necessary for kindergarten readiness and lifelong success.

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.](#)

When the mid-year progress monitoring assessment is given and a VPK student is identified as having a substantial deficiency in early literacy, targeted interventions are provided immediately, using a data-driven and child-centered approach. Targeted interventions are provided daily and use a multi-sensory approach with repeated practice and repetition. Progress is tracked using progress monitoring tools aligned to the Florida Early Learning and Developmental Standards and adjustments made as needed.

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment

data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.

- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
iReady Diagnostic	☐ 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
Oral Reading Fluency	☐ 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
Standards-Based Assessments (Core programs)	☐ 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
Common Comprehension Assessments	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1	☐ Oral Language ☐ Phonological Awareness ☐ Phonics	☐ Screening ☒ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
i-Ready Dyslexia Screener	Kg-5 as needed	Phonics, Phonological awareness, fluency	Screeners	as needed

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.

Schools complete an MTSS plan for the year which includes the following: 1) identification of their MTSS and/or Problem Solving Team (PST), 2) intervention menu based on student needs (six components of reading), 3) assessments to evaluate the effectiveness of the intervention, and also 4) meeting structures to review students at each tier that allows more time for Tier 2 and Tier 3 group/individual review and problem solving. Schools use the MTSS process along with the decision trees to review the prior year's data (or current data if the student is new or in Kg) to identify those in need of interventions. Interventions are then designed for small groups or individuals with similar needs. Groups and plans are created within Branching Minds, which also serves as a monitoring tool. Individual Progress Monitoring Plans are developed for those with a substantial deficit. Students are then scheduled into the appropriate intervention schedule to allow for the level of intervention needed.

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

Schools complete an MTSS plan for the year which includes the following: 1) identification of their MTSS and/or Problem Solving Team (PST), 2) intervention menu based on student needs (six components of reading), 3) assessments to evaluate the effectiveness of the intervention, and also 4) meeting structures to review students at each tier that allows more time for Tier 2 and Tier 3 group/individual review and problem solving. Schools use the MTSS process along with the decision trees to review the prior year's data (or current data if the student is new or in Kg) to identify those in need of interventions. Interventions are then designed for small groups or individuals with similar needs. Groups and plans are created within Branching Minds, which also serves as a monitoring tool. Individual Progress Monitoring Plans are developed for those with a substantial deficit. Students are then scheduled into the appropriate intervention schedule to allow for the level of intervention needed.

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.

The district will review additional data sources for any student who scores at or below the 10th percentile on any administration of the FAST, which is also known as the Renaissance STAR Reading or Early Literacy test, (PM2 or PM3) or a level 1 on any FAST ELA test (PM2 or PM3) or who shows signs of dyslexia based on district-level data. The district will inspect decoding, encoding, fluency, and sometimes comprehension data and/or administer a dyslexia screener (i-Ready) to determine if the student is exhibiting signs of dyslexia. If the student displays signs of dyslexia, he/she will receive an Individual Progress Monitoring Plan along with Tier 2 and Tier 3 interventions immediately. The student will also be considered for additional screening as described below.

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

i-Ready Dyslexia Screener

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

Lesson plans are reviewed by the principal bi-weekly. Core data is reviewed by the administration team and reading coaches monthly. Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, explicit instruction, and standards-based instruction. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine the health of core curriculum and instruction. Progress Monitoring data is compared to "this time last year" as well as end of the year goals to determine if MORE students are reaching proficiency and to make adjustments as needed. Extensive review of maps, assessments, and data is completed prior to summer so that cadres can meet with leaders to make adjustments each year.

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

Tier 2 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment at least quarterly, but the goal is monthly. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration at least quarterly in order to collect evidence of whether or not students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least quarterly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine if students receiving Tier 2 interventions are closing the achievement gap and progressing toward grade level proficiency.

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

Tier 3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration at least quarterly to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration at least quarterly to collect evidence of how students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least monthly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine if students receiving Tier 3 interventions are closing the achievement gap and approaching grade level proficiency; particular attention is paid to whether the students are applying what's taught in Tier 3 instruction to their every day work.

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:							
USE THIS AT THE BEGINNING OF THE YEAR TO DETERMINE STUDENTS' LEVEL OF SUPPORT!!!							
Reading - Beginning of the year - students with Spring Scores who were NOT retained; i-Ready score is from previous grade level							
current grade	Kg	1st	2nd	3rd	4th	5th	
Tier 1	see below	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 389	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 439	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 489	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 517	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 541	
Tier 2*	RETAINED Kg should be Tier 2 & Tier 3	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 388	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 438	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 488	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 516	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 540	KE - S
Tier 3*	RETAINED Kg should be Tier 2 & Tier 3	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 371	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 416	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 465	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 489	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 516	

*Other factors to consider include previous retentions and state assessment score history.								
Reading - Beginning of the year - students with no Spring scores (Kg and new students); i-Ready scores is from the current grade level								
current grade	Kg	1st	2nd	3rd	4 th	5th		
Tier 1	i-Ready D1 ≥ 335	i-Ready D1 ≥ 387	i-Ready D1 ≥ 434	i-Ready D1 ≥ 479	i-Ready D1 ≥ 517	i-Ready D1 ≥ 541		
Tier 2*	i-Ready D1 ≤ 334	i-Ready D1 ≤ 386	i-Ready D1 ≤ 433	i-Ready D1 ≤ 478	i-Ready D1 ≤ 516	i-Ready D1 ≤ 540	KEY: D1 - Fall	
Tier 3*	i-Ready D1 ≤ 325	i-Ready D1 ≤ 370	i-Ready D1 ≤ 412	i-Ready D1 ≤ 452	i-Ready D1 ≤ 490	i-Ready D1 ≤ 517		
*Other factors to consider include previous retentions and state assessment score history.								
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Maintain adequate performance on all classroom assessments/grades (70% or higher for grades 3-5 and 2 or 3 on report card ratings for grades k-2). AND maintain the scores outlined above and below for Tier 1 at the beginning and middle of the year.								
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.								
Name of Program					Year of Program Adoption			
McGraw Hill Wonders (Grades 2-5)					Adopted 24-25; implemented 25-26 (2-5) and 26-27 (K&1)			
Curriculum Associates iReady					not adopted – supplemental			
Story Champs-Oral Language- Kindergarten only - not “adopted,” but used to supplement the core for Oral Language					n/a			
Heggerty- Phonemic Awareness (Kindergarten and First Grade)- not “adopted,” but used to supplement the core for PA					n/a			
UFLI Foundations (K-3 only) - not “adopted,” but used to supplement the core					2023-24			
Core Connections Writing (3-5) - not “adopted,” but used to supplement					implemented 25-26 (3-5) and 26-27 (K-2)			
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:								
USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT!!! Do not wait if data indicate there is a need sooner!								
Reading - MID year - i-Ready scores from mid-year diagnostic and normed to the Winter table								
current grade	Kg	1st	2nd	3rd	4 th	5th		
Tier 1	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 362	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 414	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 470	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 503	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 532	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 556		
Tier 2*	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 361	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 413	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 469	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 502	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 531	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 555	KEY - W	

Tier 3*	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 349	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 397	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 437	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 475	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 508	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 529	
*Other factors to consider include classroom performance and any other assessment data available.							
PSTs meet monthly; at any time during the school year, a student may be referred for additional supports by an employee. The team will review the data and decide based on ALL data available, not just test scores.							
Tier 1 Instruction + Tier 2 Interventions							
Beginning of Year Data							
Students who meet the following criteria at the beginning of the school year:							
USE THIS AT THE BEGINNING OF THE YEAR TO DETERMINE STUDENTS' LEVEL OF SUPPORT!!!							
Reading - Beginning of the year - students with Spring Scores who were NOT retained; i-Ready score is from previous grade level							
current grade	Kg	1st	2nd	3rd	4th	5th	
Tier 1	see below	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 389	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 439	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 489	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 517	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 541	
Tier 2*	RETAINED Kg should be Tier 2 & Tier 3	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 388	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 438	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 488	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 516	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 540	KE - S
Tier 3*	RETAINED Kg should be Tier 2 & Tier 3	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 371	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 416	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 465	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 489	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 516	
*Other factors to consider include previous retentions and state assessment score history.							
Reading - Beginning of the year - students with no Spring scores (Kg and new students); i-Ready scores is from the current grade level							
current grade	Kg	1st	2nd	3rd	4th	5th	
Tier 1	i-Ready D1 ≥ 335	i-Ready D1 ≥ 387	i-Ready D1 ≥ 434	i-Ready D1 ≥ 479	i-Ready D1 ≥ 517	i-Ready D1 ≥ 541	
Tier 2*	i-Ready D1 ≤ 334	i-Ready D1 ≤ 386	i-Ready D1 ≤ 433	i-Ready D1 ≤ 478	i-Ready D1 ≤ 516	i-Ready D1 ≤ 540	KE - Fa
Tier 3*	i-Ready D1 ≤ 325	i-Ready D1 ≤ 370	i-Ready D1 ≤ 412	i-Ready D1 ≤ 452	i-Ready D1 ≤ 490	i-Ready D1 ≤ 517	
Number of times per week interventions are provided: 1 to 2 times per week (2 is recommended)							
Number of minutes per intervention session: 20 minutes (minimum of 40 min/week)							

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)
1) Heggerty Phonemic Awareness: Heggerty 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 number two -Develop awareness of the segments of sounds in speech and how they link to letters. This recommendation has strong evidence. This recommendation was built into the program by the whole group routine where students are practicing via choral responses and hand motions the different areas of phonemic awareness (i.e. rhyming, beginning sounds, segmentation, oral blending, etc.) The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.		
2) UFLI Foundations: State adopted intervention		
3)From Phonics to Reading: From Phonics to 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 Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words, strong evidence. This recommendation was built into the program by the whole class instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.		
4) Wilson Reading System –Promising Evidence		
5) Corrective Reading Elementary-Promising Evidence		
6) 95 Percent Phonics Chips Kits: 95 Percent Phonics Chips Kits 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 3, teach students to decode words, analyze word parts, and write and recognize words, strong evidence. This recommendation was built into the program by tools to build the phoneme-grapheme connection with multisensory components. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.		
7) Curriculum Associates iReady Personalized Instruction (Reading), Moderate Evidence		
8) Comprehension Toolkit Series (Heinemann): Comprehension Toolkit Series does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommendation one- Teach students how to use reading comprehension strategies, promising evidence; recommendation two-Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content, promising evidence. This recommendation was built into the program by the comprehension strategies to help students understand, respond to, and learn from nonfiction text following the gradual release model for all explicit lessons using nonfiction trade books. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.		
9) Story Champs-Oral Language: Story Champs 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 number two- Develop awareness of the		

segments of sounds in speech and how they link to letters, strong evidence. This recommendation was built into the program by teaching students narrative language skills and academic vocabulary connected to literary story structure, through multisensory means. The district monitors the implementation of story champs via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level. Teachers are trained on the program via their reading coach.

10) Interactive Read Aloud (Heinemann): Interactive Read Aloud does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommendation one, teach students how to use reading comprehension strategies, promising evidence; and recommendation 5, establish an engaging and motivating context in which to teach reading comprehension, promising evidence. These recommendations were built into the program by grade appropriate trade books to engage students in rich discussion around vocabulary and narrative and informational structures through a combination of guided conversations with reflective thinking. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

11) STARS/CARS (Curriculum Associates): STARS/CARS does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommendation one- Teach students how to use reading comprehension strategies, promising evidence, and recommendation two, teach students to identify and use the text's organizational structure to comprehend, learn, and remember, promising evidence. This recommendation was built into the program by the gradual release model to train students to apply 12 core reading comprehension strategies. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

12) Vocabulary Workshop (Sadlier): Vocabulary Workshop does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, recommendation number one- Provide explicit vocabulary instruction, promising evidence. This recommendation was built into the program by teaching words in the context of real passages, while teaching students word learning strategies such as analyzing word parts, studying Greek and Latin roots, and multiple-meaning words. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

13) Magnetic Reading Foundations (Curriculum Associates): Magnetic 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 Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words. Magnetic Reading Foundations is designed as a systematic and explicit program that follows a research-based sequence of instruction for all phonics (K-2) starting with letters and ending with multisyllabic words. The district will support and monitor implementation of this program through program implementation training provided by the vendor and school-based reading coaches and the collection of school-based intervention progress monitoring data.

14) Magnetic Reading (Curriculum Associates) - Magnetic Reading does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: The IES Practice guide recommendation(s): Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommendation one- Teach students how to use reading comprehension strategies, recommendation two-Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content, and recommendation 5, establish an ongoing and motivating context in which to teach reading comprehension, promising evidence. Each text set in Magnetic Reading seeks to build knowledge around the content, while spotlighting BEST standards and explicitly instructing students on how to engage successfully with rigorous texts through guided discussion, graphic organizers, and text-dependent questioning. The district will support and monitor implementation of this program through program implementation training provided by the vendor and school-based reading coaches and the collection of school-based intervention progress monitoring data.

14) Curriculum Associates - i-Ready Personalized Instruction in Reading, including teacher assigned lessons and Tools for Scaffolding Comprehension – Moderate Evidence							
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, 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)		
All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.							
English Language Learners							
Name of Program		ESSA Evidence Level			Verbiage (as needed)		
Imagine Language and Literacy – Promising Evidence							
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.							
UFLI Foundations uses a multisensory approach to teaching foundational reading skills, such as visual aids, auditory instruction, Elkonin boxes, etc., to support student learning.							
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:							
USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT!!! Do not wait if data indicate there is a need sooner!							
Reading - MID year - i-Ready scores from mid-year diagnostic and normed to the Winter table							
current grade	Kg	1st	2nd	3rd	4 th	5 th	
Tier 1	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 362	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 414	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 470	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 503	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 532	FAST PM2 = Level 1 and/or i-Ready D2 ≥ 556	
Tier 2*	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 361	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 413	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 469	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 502	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 531	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 555	KE - W
Tier 3*	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 349	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 397	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 437	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 475	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 508	FAST PM2 = Level 1 and/or i-Ready D2 ≤ 529	
*Other factors to consider include classroom performance and any other assessment data available. PSTs meet monthly; at any time during the school year, a student may be referred for additional supports by an employee. The team will review the data and decide based on ALL data available, not just test scores.							
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:							
USE THIS AT THE BEGINNING OF THE YEAR TO DETERMINE STUDENTS' LEVEL OF SUPPORT!!!							

Reading - Beginning of the year - students with Spring Scores who were NOT retained; i-Ready score is from previous grade level								
current grade	Kg	1st	2nd	3rd	4 th	5 th		
Tier 1	see below	FAST PM3 = Level 3 and/or i-Ready D3 ≥ 389	FAST PM3 = Level 3 and/or i-Ready D3 ≥439	FAST PM3 = Level 3 and/or i-Ready D3 ≥489	FAST PM3 = Level 3 and/or i-Ready D3 ≥517	FAST PM3 = Level 3 and/or i-Ready D3 ≥541		
Tier 2*	RETAINED Kg should be Tier 2 & Tier 3	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 388	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 438	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 488	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 516	FAST PM3 = Level 2 and/or i-Ready D3 ≤ 540	KEY: D3 - Spring	
Tier 3*	RETAINED Kg should be Tier 2 & Tier 3	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 371	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 416	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 465	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 489	FAST PM3 = Level 1 and/or i-Ready D3 ≤ 516		
*Other factors to consider include previous retentions and state assessment score history.								
Reading - Beginning of the year - students with no Spring scores (Kg and new students); i-Ready scores is from the current grade level								
current grade	Kg	1st	2nd	3rd	4 th	5 th		
Tier 1	i-Ready D1 ≥ 335	i-Ready D1 ≥ 387	i-Ready D1 ≥ 434	i-Ready D1 ≥ 479	i-Ready D1 ≥ 517	i-Ready D1 ≥ 541		
Tier 2*	i-Ready D1 ≤ 334	i-Ready D1 ≤ 386	i-Ready D1 ≤ 433	i-Ready D1 ≤ 478	i-Ready D1 ≤ 516	i-Ready D1 ≤ 540	KEY: D1 - Fall	
Tier 3*	i-Ready D1 ≤ 325	i-Ready D1 ≤ 370	i-Ready D1 ≤ 412	i-Ready D1 ≤ 452	i-Ready D1 ≤ 490	i-Ready D1 ≤ 517		
Number of times per week interventions are provided: 2-5 times (at least 3 is recommended) Number of minutes per intervention session: 20 min/session (minimum of 60 minutes/week)								
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)				
See evidence level above in the Tier 2 section for the first part of the list (with no evidence level listed): 1. Heggerty Phonemic Awareness (refer to pg. 20-22 for verbiage) 2. UFLI Foundations (refer to pg. 20-22 for verbiage) 3. From Phonics to Reading (refer to pg. 20-22 for verbiage) 4. Wilson Reading System - Promising 5. Corrective Reading - Promising 6. Quick Reads - Strong 7. Curriculum Associates i-Ready – Teacher-led lessons (refer to pg. 20-22 for verbiage) 8. Comprehension Toolkit (Heinemann) (refer to pg. 20-22 for verbiage) 9. STARS/CARS (Curriculum Associates) (refer to pg. 20-22 for verbiage) 10. Vocabulary Workshop (Sadlier) (refer to pg. 20-22 for verbiage) 11. Story Champs (refer to pg. 20-22 for verbiage) 12. Phonics Chips Kits (refer to pg. 20-22 for verbiage)								

13. Magnetic Reading & Magnetic Reading Foundations teacher-led lessons - (refer to pg. 20-22 for verbiage)		
14. Curriculum Associates - teacher assigned lessons and Tools for Scaffolding Comprehension - Promising Evidence		
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, 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)
All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy – Promising Evidence		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.		
UFLI Foundations uses a multisensory approach to teaching foundational reading skills, such as visual aids, auditory instruction, Elkonin boxes, etc., to support student learning.		

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: 12-16 days; student day 8:30-1:30
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): 1. Curriculum Associates - teacher assigned lessons and Tools for Scaffolding Comprehension - Promising Evidence 2. Phonics for Reading – Promising Evidence (What Works Clearinghouse) 3. Curriculum Associates - teacher assigned lessons and Tools for Scaffolding Comprehension - Promising Evidence
Alternative Assessment Used: i-Ready diagnostic
Additional Information (optional):

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?
IXL Diagnostic (Snapshot 3x year and "updates" monthly)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Lexia PowerUp Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Savaas Assessments	☒ Grade 6 ☒ Grade 7	☐ Oral Language ☐ Phonological	☐ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

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

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

Schools complete an MTSS plan for the year which includes the following: 1) identification of their MTSS and/or Problem Solving Team (PST), 2) intervention menu based on student needs (six components of reading), 3) assessments to evaluate the effectiveness of the intervention, and also 4) meeting structures to review students at each tier that allows more time for Tier 2 and Tier 3 group/individual review and problem solving. Schools use the MTSS process along with the decision trees to review the prior year's data (or current data if the student is new or in Kg) to identify those in need of interventions. Students at the secondary level are scheduled into an Intensive Reading class if they are in need of Tier 3 interventions. Interventions are then designed for small groups or individuals with similar needs. Groups and plans are created within Branching Minds, which also serves as a monitoring tool. Individual Progress Monitoring Plans are developed for those with a substantial deficit. Students are then scheduled into the appropriate intervention schedule to allow for the level of intervention needed.

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?

Lesson plans are reviewed by the principal/designee monthly. Core data is reviewed by the administration team and reading coaches monthly. Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, explicit instruction, and standards-based instruction. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine the health of core curriculum and instruction. Progress Monitoring data is compared to "this time last year" as well as end of the year goals to determine if MORE students are reaching proficiency and to make adjustments as needed.

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

Tier 2 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration at least quarterly in order to evaluate effectiveness and address core curricular and instructional alignment.

Classroom walkthroughs during intervention blocks are conducted at least quarterly by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least quarterly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine if students receiving Tier 2 interventions are closing the achievement gap and progressing toward grade level proficiency.

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

Tier 3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration at least quarterly to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration at least quarterly to collect evidence of whether students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least monthly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine if students receiving Tier 3 interventions are closing the achievement gap and approaching grade level proficiency; particular attention is paid to whether the students are applying what's taught in Tier 3 instruction to their every day work.

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:			
Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall			
current grade	6th	7th	8th
Tier 1	IXL ≥ 560 and FAST is Level 3 or higher	IXL ≥ 660 and FAST is Level 3 or higher	IXL ≥ 760 and FAST is Level 3 or higher
Tier 2*	IXL ≤ 550 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 650 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 750 and FAST is Level 2 or Level 1 > 25th percentile
Tier 3*	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile	FAST Level 1 or a Level 1 $\leq$ 25th percentile
*Other Factors to consider include previous retentions and state assessment score history.			
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Maintain adequate performance on all classroom assessments/grades (70% or higher) AND maintain the scores outlined above and below for Tier 1 at the beginning and middle of the year.			
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.			
Name of Program		Year of Program Adoption	
myPerspectives - Savaas Learning		Adopted 2020-21; implemented 2022-23	
IXL (not adopted, but used to supplement the core)		n/a	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:			
USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT!!! Do not wait if data indicate there is a need sooner!			
Reading - MID year -IXL scores from mid-year snapshot and FAST PM2 (December)			

current grade	6th	7th	8th			
Tier 1	IXL ≥ 560 and FAST is Level 3 or higher	IXL ≥ 660 and FAST is Level 3 or higher	IXL ≥ 760 and FAST is Level 3 or higher			
Tier 2*	IXL ≤ 550 and FAST PM 2 is Level 1	IXL ≤ 650 and FAST PM 2 is Level 1	IXL ≤ 750 and FAST PM2 is Level 1			
Tier 3*	FAST PM 2 is Level 1 ≤ 10th percentile					
*Other factors to consider include classroom performance and any other assessment data available.						

Tier 1 Instruction + Tier 2 Interventions				
Beginning of Year Data				
Students who meet the following criteria at the beginning of the school year:				
Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall				
current grade	6th	7th	8th	
Tier 1	IXL ≥ 560 and FAST is Level 3 or higher	IXL ≥ 660 and FAST is Level 3 or higher	IXL ≥ 760 and FAST is Level 3 or higher	
Tier 2*	IXL ≤ 550 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 650 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 750 and FAST is Level 2 or Level 1 > 25th percentile	
Tier 3*	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	
*Other Factors to consider include previous retentions and state assessment score history.				
Number of times per week interventions are provided: two or more				
Number of minutes per intervention session: 20/session (minimum of 40 minutes/week)				
Course(s) where interventions take place: MJ Language Arts (core) and/or MJ Intensive Reading				
Supplemental Instruction/Interventions				
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.				
Name of Program	ESSA Evidence Level	Verbiage (as needed)		
Students will receive small group with the ELA teacher, intensive reading teacher, or reading coach to explicitly review and reteach benchmarks related to Core Instruction in conjunction with one of the following:				
MyPerspectives Interventions by Savvas- MyPerspectives does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, recommendation 1, build students' decoding skills so they can read complex multisyllabic words, strong evidence; recommendation 2, provide purposeful fluency-building activities to help students read effortlessly, strong evidence; recommendation 3, routinely use a set of comprehension-building practices to help students make sense of the text, strong evidence, and recommendation 4, provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, moderate evidence. These recommendations were built into the program as evidenced by instruction in morphology and decoding multisyllabic words, fluency activities, and comprehension lessons on grade level text and higher. The district will support and monitor				

implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

IXL- IXL does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction Promising evidence; and Recommendation 2: Provide direct and explicit comprehension strategy instruction promising evidence. These recommendations were built into the program by providing individualized instruction on the student's level in relation to vocabulary and reading comprehension. The monitoring for this program is ongoing via school-based data meetings, district data report outs, snapshots of data three times a year, and via student intervention documentation. Training is provided by school-based reading coaches and the District Literacy Coordinator.

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.		

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K-12 – Summit K-12 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, strong evidence; recommendation 2, integrate oral and written English language instruction into content-area teaching, strong evidence. These recommendations were built into the program by an explicit, systematic, research-informed lessons, scaffolded, differentiated instruction, progress monitoring with personalized learning plans (PLPs) and multilingual support. The district will support and monitor implementation of this program through implementation training provided by the vendor and school-based reading coaches and the collection of school-based intervention progress monitoring data.		

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

USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT!!! Do not wait if data indicate there is a need sooner!

Reading - MID year -IXL scores from mid-year snapshot and FAST PM2 (December)			
current grade	6th	7th	8th
Tier 1	IXL $\geq$ 560 and FAST is Level 3 or higher	IXL $\geq$ 660 and FAST is Level 3 or higher	IXL $\geq$ 760 and FAST is Level 3 or higher
Tier 2*	IXL $\leq$ 550 and FAST PM 2 is Level 1	IXL $\leq$ 650 and FAST PM 2 is Level 1	IXL $\leq$ 750 and FAST PM2 is Level 1
Tier 3*	FAST PM 2 is Level 1 $\leq$ 10th percentile		

***Other factors to consider include classroom performance and any other assessment data available.**

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:			
Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall			
current grade	6th	7th	8 th
Tier 1	IXL ≥ 560 and FAST is Level 3 or higher	IXL ≥ 660 and FAST is Level 3 or higher	IXL ≥ 760 and FAST is Level 3 or higher
Tier 2*	IXL ≤ 550 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 650 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 750 and FAST is Level 2 or Level 1 > 25th percentile
Tier 3*	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile
*Other Factors to consider include previous retentions and state assessment score history.			
Number of times per week interventions are provided: at least three times/week Number of minutes per intervention session: 20 minutes/session (minimum of 60 minutes/week) Course(s) where interventions take place: MJ Language arts (Core) and/or MJ Intensive Reading			
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.			
Name of Program		ESSA Evidence Level	Verbiage (as needed)
Students will receive small group instruction with the intensive reading teacher, interventionist, or reading coach to explicitly teach skills necessary to fill in achievement gaps within the standards using: - Lexia Power Up, teacher-led lessons - Promising Evidence - Supplemental Resource: 95 Percent Phonics Chips Kits- does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, recommendation 1, build students' decoding skills so they can read complex multisyllabic words, strong evidence. This recommendation was built into the program by utilizing tools to build the phoneme-grapheme connection with multisensory components. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data. - Program: Six Minute Solution - Six Minute Solution does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9 recommendation number two- Provide purposeful fluency-building activities to help students read effortlessly (strong evidence). This recommendation was built into the program by daily repeated reading routines to build student fluency. This will be monitored via quarterly fluency checks in the intensive reading class. Training is provided by school-based reading coaches and the District Literacy Coordinator. - IXL, teacher-led lessons- refer to pg. 28 for verbiage - Curriculum Associates - I-Ready Toolbox Tools for Scaffolding Comprehension – Moderate Evidence			
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, 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)
All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.			
English Language Learners			
Name of Program		ESSA Evidence Level	Verbiage (as needed)

Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
IXL Diagnostic (Snapshot 3x year, updates monthly)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Dibels Fluency Probes	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
San Diego Quick Assessment of Reading Ability	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Savvas MyPerspectives unit assessments	☒ Grade 9 ☒ Grade 10	☐ Oral Language ☐ Phonological	☐ Screening ☐ Progress	☐ Weekly ☐ 2 x Month

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

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

Schools complete an MTSS plan for the year which includes the following: 1) identification of their MTSS and/or Problem Solving Team (PST), 2) intervention menu based on student needs (six components of reading), 3) assessments to evaluate the effectiveness of the intervention, and also 4) meeting structures to review students at each tier that allows more time for Tier 2 and Tier 3 group/individual review and problem solving. Schools use the MTSS process along with the decision trees to review the prior year's data (or current data if the student is new or in Kg) to identify those in need of interventions. Students at the secondary level are scheduled into an Intensive Reading class if in need of Tier 3 interventions. Interventions are then designed for small groups or individuals with similar needs. Groups and plans are created within Branching Minds, which also serves as a monitoring tool. Individual Progress Monitoring Plans are developed for those with a substantial deficit. Students are then scheduled into the appropriate intervention schedule to allow for the level of intervention needed.

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

Lesson plans are reviewed by the principal/designee monthly. Core data is reviewed by the administration team and reading coaches monthly. Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, explicit instruction, and standards-based instruction (recommended quarterly). Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine the health of core curriculum and instruction. Progress Monitoring data is compared to "this time last year" as well as end of the year goals to determine if MORE students are reaching proficiency and to make adjustments as needed.

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

Tier 2 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration at least quarterly in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration at least quarterly in order to collect evidence of whether or not students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least quarterly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine if students receiving Tier 2 interventions are closing the achievement gap and progressing toward grade level proficiency.

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

Tier 3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration to evaluate effectiveness and address core curricular and instructional alignment at least quarterly. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration at least quarterly to collect evidence of whether students are responding to instruction and whether the intervention is being provided with fidelity. Student data is reviewed to determine if students are progressing toward grade level proficiency during problem solving meetings at least monthly. Progress Monitoring (summative) data is reviewed at the district, school, and classroom level three times a year to determine if students receiving Tier 3 interventions are closing the achievement gap and approaching grade level proficiency; particular attention is paid to whether the students are applying what's taught in Tier 3 instruction to their everyday work.

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:				
Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall				
current grade	9th	10 th	11th	12th
Tier 1	IXL ≥ 860 and FAST is Level 3 or higher	IXL ≥ 960 and FAST is Level 3 or higher	IXL ≥ 1060 and FAST is Level 3 or higher	IXL ≥ 1160 and FAST is Level 3 or higher
Tier 2*	IXL ≤ 850 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 950 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 1050 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 1150 and FAST is Level 2 or Level 1 > 25th percentile
Tier 3*	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile
*Other Factors to consider include previous retentions and state assessment score history.				
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.				
Maintain adequate performance on all classroom assessments/grades (70% or higher) AND maintain the scores outlined above and below for Tier 1 at the beginning and middle of the year.				
Core Instruction				
Indicate the core instructional materials utilized. Add additional rows as needed.				
Name of Program			Year of Program Adoption	
myPerspectives - Savaas Learning			adopted 2020-21; implemented 2022-23	
IXL (not adopted, but used to supplement the core)			n/a	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:				

USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT!!! Do not wait if data indicate there is a need sooner!				
Reading - MID year -IXL scores from mid-year snapshot and FAST PM2 (December)				
current grade	9th	10 th	11th	12th
Tier 1				
Tier 2*	IXL ≤ 850 and FAST PM2 is Level 1	IXL ≤ 950 and FAST PM2 is Level 1	IXL ≤ 1050 and FAST PM2 is Level 1	IXL ≤ 1150 and FAST PM2 is Level 1
Tier 3*	FAST PM 2 is Level 1 ≤ 10th percentile			
*Other factors to consider include classroom performance and any other assessment data available.				
Tier 1 Instruction + Tier 2 Interventions				
Beginning of Year Data				
Students who meet the following criteria at the beginning of the school year:				
Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall				
current grade	9th	10 th	11th	12th
Tier 1	IXL ≥ 860 and FAST is Level 3 or higher	IXL ≥ 960 and FAST is Level 3 or higher	IXL ≥ 1060 and FAST is Level 3 or higher	IXL ≥ 1160 and FAST is Level 3 or higher
Tier 2*	IXL ≤ 850 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 950 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 1050 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 1150 and FAST is Level 2 or Level 1 > 25th percentile
Tier 3*	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile
*Other Factors to consider include previous retentions and state assessment score history.				
Number of times per week interventions are provided: at least two times per week				
Number of minutes per intervention session: 20 minutes/session (minimum of 40 minutes/week)				
Course(s) where interventions take place: English/Language Arts Course and/or Intensive Reading				
Supplemental Instruction/Interventions				
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.				
Name of Program	ESSA Evidence Level		Verbiage (as needed)	
Students will receive small group instruction with the ELA teacher, intensive reading teacher, or reading coach to explicitly review and reteach benchmarks related to core instruction using the following: 1. myPerspectives Interventions by Savvas MyPerspectives by Savvas- MyPerspectives does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, recommendation 1, build students' decoding skills so they can read complex multisyllabic words, strong evidence; recommendation 2, provide purposeful fluency-building activities to help students read effortlessly, strong evidence; recommendation 3, routinely use a set of comprehension-building practices to help students make sense of the text, strong evidence, and recommendation 4, provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, moderate evidence. These recommendations are integrated into the program through the use of lessons in morphology and decoding multisyllabic words, fluency activities, and				

comprehension lessons around grade level and beyond text. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

2. IXL does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) and Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence). These recommendations were built into the program by providing individualized instruction on the student's level in relation to vocabulary and reading comprehension. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.
3. Membean - Membean does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Promising Evidence). These recommendations were built into the program by providing a personalized, adaptive, computer-based vocabulary program that builds word consciousness and achieves lasting outcomes by prioritizing higher order thinking over memorization. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data.

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
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All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
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Summit K-12 – refer to prior page for verbiage

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

**USE THIS AT THE MID-YEAR POINT TO DETERMINE IF STUDENTS NEED ADDITIONAL SUPPORT
Do not wait if data indicate there is a need sooner!**

Reading - MID year -IXL scores from mid-year snapshot and FAST PM2 (December)				
current grade	9th	10 th	11th	12th
Tier 1				
Tier 2*	IXL ≤ 850 and FAST PM2 is Level 1	IXL ≤ 950 and FAST PM2 is Level 1	IXL ≤ 1050 and FAST PM2 is Level 1	IXL ≤ 1150 and FAST PM2 is Level 1
Tier 3*	FAST PM 2 is Level 1 ≤ 10th percentile			

***Other factors to consider include classroom performance and any other assessment data available.**

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:				
Reading - Students with prior year Spring scores (FAST PM3 or IXL Snapshot 3) or current year IXL Fall				
current grade	9th	10th	11th	12th
Tier 1	IXL ≥ 860 and FAST is Level 3 or higher	IXL ≥ 960 and FAST is Level 3 or higher	IXL ≥ 1060 and FAST is Level 3 or higher	IXL ≥ 1160 and FAST is Level 3 or higher
Tier 2*	IXL ≤ 850 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 950 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 1050 and FAST is Level 2 or Level 1 > 25th percentile	IXL ≤ 1150 and FAST is Level 2 or Level 1 > 25th percentile
Tier 3*	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile	FAST Level 1 or a Level 1 ≤ 25th percentile
*Other Factors to consider include previous retentions and state assessment score history.				
Number of times per week interventions are provided: at least three times/ week				
Number of minutes per intervention session: at least 20 minutes/session (minimum of 60 minutes/week)				
Course(s) where interventions take place: Intensive Reading and/or Learning Strategies				
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)	
Students will receive small group instruction with the intensive reading teacher, interventionist, or reading coach to explicitly teach skills necessary to fill in achievement gaps within the standards using: 1. myPerspectives Interventions by Savvas – refer to pg. 34-35 for verbiage 2. Small group instruction focusing on comprehension and fluency using Newsela as a supplemental material). – Newsela does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program : Providing Reading Interventions for Students in Grades 4-9, recommendation 2, provide purposeful fluency-building activities to help students read effortlessly, strong evidence; recommendation 3, routinely use a set of comprehension-building practices to help students make sense of the text, strong evidence; and recommendation 4, provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, moderate evidence. These recommendations were built into the program by providing high-interest, standards-aligned texts with instructional tools to facilitate student learning. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data. 3. 95 Percent Phonics Chips Kits- does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, recommendation 1, build students’ decoding skills so they can read complex multisyllabic words, strong evidence. This recommendation was built into the program by providing tools to build the phoneme-grapheme connection with multisensory components. The district will support and monitor implementation of this program through program implementation training provided by school-based reading coaches and the collection of school-based intervention progress monitoring data. 4. Membean (refer to pg. 37 for verbiage) 5. IXL (refer to pg. 25 for verbiage) 6. Six Minute Solution (refer to pg. 32 for verbiage)				

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)
All programs/practices outlined above are available to be utilized with students with disabilities, students with 504s, and students who are English language learners as appropriate to their needs. Additional ELL supports are listed below.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K12 (refer prior page for verbiage) will add page number when final		

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
Core Connections	K-10 ELA teachers and 6-12 Content Areas	Core Connections is a standards-based writing professional learning which incorporates a strong focus on foundational reading skills needed for strong writing and a clear, concise process for teaching writing, with a heavy emphasis on the reading/writing connection and writing to show mastery of the ELA Benchmarks.
Foundational Skills	K-12 Teachers (content and ELA as appropriate)	Foundational skills trainings will be provided as “just in time” based on the needs in classrooms and designed based on presentations from the Summer Literacy Institute and Regional Literacy Institutes.
Explicit Instruction	K-12 Teachers	This is a high leverage practice that has been a district priority for the past three years. It involves professional learning around explicit instruction, district-wide learning walks,

		targeted professional development sessions to address learning walk data that is collected, and the consistent embedding of the primary elements of explicit instruction into all professional development opportunities. The PL offered around Explicit Instruction may change focus after the following training is delivered.
FLDOE BSI Beginning of the Year PL	K-12 Teachers	FLDOE BSI will provide this training as part of our new district initiative, which will help focus our district on the important concepts that follow: Cognitive Foundations of Learning, Retrieval Spacing/Interleaving, and Transfer of Learning.
Differentiated Professional Learning based on Data	K-12 ELA Teachers	School-based reading coaches will partner with teachers through coaching cycles. These coaching cycles will target teacher needs, as presented through progress monitoring data and classroom observations. Coaches will follow the outline of The Impact Cycle by Jim Knight to engage teachers in getting a clear picture of the reality of their classrooms, setting goals, choosing and implementing instructional strategies to meet those goals, and monitoring for progress. Further, differentiated PL will be provided in collaborative planning sessions around the ELA Benchmarks; certain benchmarks will be prioritized based on data analysis after each PM is administered.
Backwards Planning (cont.)	Secondary ELA Teachers	Coaches will lead select teachers through backwards planning using the B.E.S.T. ELA Standards and their curriculum to support planning at the school level.
UFLI Foundations	K-3 ELA Teachers	UFLI Foundations training focuses on the science of reading. During year 3, we will continue to train new users and refresh current users to further their knowledge.
Mentor Teachers and Model Classrooms	New or teachers needing developing	School principals will identify mentor teachers within their school building and match these teachers to new staff members. Documentation for this process is kept through the Personnel Department. Model Classrooms are identified in each building and teachers visit these classrooms on an as needed basis, including cross-campus visits.

Professional Learning for Instructional Coaches	Reading Coaches (and other instructional coaches)	PL will be provided to help develop coaches as school-based instructional leaders. They will be participating in the JRF offerings as well. The Literacy Coach Endorsement classes will be offered as well.
Reading Endorsement Competencies	K-12 as needed	Courses will be offered from a variety of sources, including, but not limited to, Lastinger Learning and Literacy Solutions.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. PreK - VPK lead teachers can maintain their VPK Emergent Literacy requirement by taking courses provided by the Department of Children and Families, the Division of Early Learning, the Early Learning Coalition of the Nature Coast, and UF's Lastinger Center. They are also encouraged to pursue the Emergent Literacy Micro credential through UF's Lastinger Center. Our district provides several reading endorsement pathways including Lastinger Learning and NEFEC Competency courses (online). Micro-credentials are also available via Lastinger Learning. Other options for reading endorsement include: FCRR face-to-face cohort, and NEFEC Reading Endorsement individual courses that are facilitated in-district. Information is provided to teachers on additional providers they can use for pursuing their endorsement, including: NEFEC, Beacon Educator, Schultz Center, and EdHub of Florida.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Professional learning for the year (including district-wide PL days) is based on the needs identified through the ongoing data analysis structures in place. The PL days offer teachers both required trainings and need specific training. PL is also offered to targeted groups needing a specific skill, such as secondary teachers needing instruction on how to facilitate small groups in the secondary classroom. Further, PL is very individualized by data through our coaches and district mentors who provide one-on-one coaching for teachers or small groups in need.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Mentor teachers are hired at the district level to support certain communities/grade bands. They are chosen based on their own classroom performance (Highly Effective), experience, and ability to coach/lead others. The district mentors rotate among their schools and have a strong relationship with all new teachers and those needing to earn certification. District mentor work is deeply founded in the needs of new teachers. At the school level, teachers are assigned a person who helps facilitate learning specific to the school (copy machine rules, maps, culture, etc.). Model classrooms are identified by using data from literacy walkthroughs, classroom walkthroughs, learning walks, and student performance. Teachers are given opportunities to visit and observe in model classrooms utilizing planning periods and subs when available.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning.		

Teachers have professional learning and/or collaborative planning time either before or after school and during their planning times. In addition, our district allows for subs when possible to allow for extended planning as needed. We also have district wide planning days two times a year where teachers from across the district collaborate together for learning.

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

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

Name of Tutoring Program	Target Audience	Description
Achieve	K-12	The Achieve Enrichment Program is provided by the Levy County Prevention Coalition in partnership with the Florida Department of Education. The purpose of the ACHIEVE Enrichment program is to offer academic and social enrichment to students during afterschool hours and camps during the summer months.
FL Tutoring Advantage	K-5	FL Tutoring Advantage offered free by the Lastinger Center (in conjunction with FLDOE) has been contacted to express our interest; we currently have not been accepted to receive this service.

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.

When students are identified as having a substantial reading deficit, they are provided an Individual Progress Monitoring Plan and the parents are notified in meeting form (or via phone call if they do not come in). They are provided a copy of the IPMP, the Read-at-Home plan, and the district's MTSS brochures for Tier 3. The IPMP at the elementary level also includes data to illustrate the students' response to the intervention, which continues to be provided monthly.

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

New Worlds Reading Initiative is utilized in supporting students who qualify for books at home. The schools send flyers and reminders to ensure parents take advantage of this opportunity. Schools are enrolling families during parent events, parent conference nights, and promoting via social media, Skyward, and email. Additionally, the district's Read-at-Home Plan is available on the district website and copies are available at each school to be distributed to parents in both electronic and print formats. Schools also conduct family/parent/community events to build literacy awareness and involvement.

Further, some schools engage with the local Parent Teacher association to promote literacy. Our local Education Foundation also supports "free books" for elementary students during Celebrate Literacy Week each year.

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

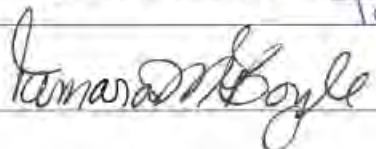
Describe how the district prioritizes the assignment of highly effective teachers, as identified in [s. 1012.34\(2\)\(e\), F.S.](#), from kindergarten to grade 2.

The district prioritizes the assignment of highly effective teachers in grades kindergarten to grade 2 by actively monitoring the percentage of highly effective teachers in those grade levels and attempting to increase that percentage each year. Currently 68% of the classroom teachers (excluding interventionists, coaches, counselors, etc.) in grade K-2 had a highly effective rating for the 24-25 school year. Furthermore, the district provides structures to ensure principals analyze this same data at the school level to ensure each school is also increasing their percentage of highly effective teachers in K-2. Evaluations are not finalized until the Fall so this is “lagging” data.

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
TMB	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.
TMB	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.
TMB	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.
TMB	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
TMB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
TMB	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.
TMB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
TMB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
TMB	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): Tamara M. Boyle	
Signature: 	Date: 7/15/26