

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Loietta Holmes	Loietta.holmes@mcsbfl.us	850-973-1531
Data Element	Barbara Thomas	Barbara.thomas@mcsbfl.us	850-973-1554
Third Grade Promotion	Regina McDaniel	Regina.mcdaniel@mcsbfl.us	850-973-5192
Multi-Tiered System of Supports	Barbara Thomas	Barbara.thomas@mcsbfl.us	850-973-1554
Other (Secondary Reading Contact)	Lea Kalinowski	Lea.kalinowski@mcsbfl.us	850-973-5192

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		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Literacy coaches	150,000	2
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	10,000	
Third grade summer reading camps	30,000	
Summer reading camps	10,000	
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning	10,000	
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	210,000	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0%	0%	97%	100%

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

The district utilizes the **Florida Assessment of Student Thinking (FAST) Star Early Literacy** system to monitor VPK performance administered three times a year to pinpoint emergent reading skills and vocabulary gaps. Students tracking below the 10th percentile or demonstrating a substantial deficiency in early literacy skills are instantly funneled into the district's **Multi-Tiered System of Supports (MTSS)**. Students will be placed on an individual progress monitoring plan that is monitored bi-weekly by the teacher and principal. The district will improve literacy outcomes for VPK students by also offering Summer Bridge Camp for the students who continue to demonstrate a substantial deficiency.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	29%	24%	11%	16%
1	22%	17%	64%	69%
2	37%	32%	37%	42%
3	21%	16%	57%	62%
4	43%	38%	33%	38%
5	24%	19%	43%	48%
6	27%	22%	49%	54%
7	34%	29%	41%	46%
8	33%	28%	38%	43%
9	29%	24%	36%	41%
10	34%	29%	44%	49%

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	Data will be collected and reviewed after each progress monitoring (Beginning, Middle, and End of the year). The data will be collected by the Coordinator of Curriculum and reviewed with the district admin team. - FAST PM Assessment-3 times per year - FAST STAR Early Literacy 3 times - Edmentum Exact Path 3 times per year	Each School in the district will have their principal review data with their teachers during monthly PLCs. Teachers will have data chats with the students after each PM. - FAST PM Assessment -3 times per year - FAST STAR Early Literacy -3 times per year - Edmentum Exact Path 3 times per year

	• Renaissance Star Reading 3 times per year • UFLI Foundations progress monitoring data for grades K-2 Monthly • Benchmark Education K-6 Foundational Skills and Oral Reading Fluency Assessment monthly • Edmentum Exact Path Standards Mastery monthly • Edmentum Exact Path Learning Path Completion monthly	• Renaissance Star Reading 3 times per year • UFLI Foundations PM Monthly • Kindergarten Student Checklist-ongoing • Classroom data assessments for MTSS purposes • Benchmark Education K-6 Foundational Skills and Oral Reading Fluency Assessment monthly • Edmentum Exact Path Standards Mastery weekly • Edmentum Exact Path Learning Path Completion weekly
Actions for continuous support and improvement	District Admin will work with each school to determine next steps, which may include but not limited to: • Professional Learning, Coaching Support • Establish a District Literacy Data Review Process • Quarterly District/School Administrators Data Meetings to monitor program fidelity • Conduct Monthly Instructional Walkthroughs • District Facilitated Monthly Coaches meetings. • Collaboration with the State Regional Literacy Director for identified schools.	School Literacy Leadership Team will review literacy achievement and growth data to determine next steps, which may include but not limited to: • Conduct Weekly Professional Learning Community (PLC) Meetings and Coaching Support • Students that are deficient will be referred to MTSS for monitoring. MTSS Problem-Solving Teams will meet monthly to review intervention effectiveness and make adjustments as needed. • Parent notices will be sent home monthly. • Individual Progress Monitoring Plan will be developed for students with Substantial Reading Deficiencies. • Admin/teacher monthly data chats

		Administration and Literacy Coaches conduct regular classroom visits to provide feedback through Observe4Success
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Data will be collected and reviewed after each progress monitoring (Beginning, Middle, and End of the year). The data will be collected by the Coordinator of Curriculum and reviewed with the district admin team. - FAST PM Assessment-3 times per year - Edmentum Exact Path Diagnostic 3 times per year - Renaissance Star Reading 3 times per year - Savvas 6-8 Reading Comprehension and Standards Mastery monthly - Edmentum Exact Path Standards Mastery monthly - Read180 Reading Comprehension and Skills Mastery bi-weekly	Each School in the district will have their principal review data with their teachers during monthly PLCs. Teachers will have data chats with the students after each PM. - FAST PM Assessment -3 times per year - Edmentum Exact Path Diagnostic 3 times per year - Renaissance Star Reading 3 times per year - Classroom data assessments for MTSS purposes - Savvas 6-8 Reading Comprehension and Standards Mastery monthly - Edmentum Exact Path Standards Mastery weekly - Read180 Reading Comprehension and Skills Mastery bi-weekly
Actions for continuous support and improvement	District Admin will work with each school to determine next steps, which may include but not limited to: - Professional Learning, Coaching Support - Establish a District Literacy Data Review Process - Quarterly District/School Administrators Data Meetings to monitor program fidelity	School Literacy Leadership Team will review literacy achievement and growth data to determine next steps, which may include but not limited to: - Conduct Weekly Professional Learning Community (PLC) Meetings and Coaching Support - Students that are deficient will be referred to MTSS for monitoring. MTSS

	• Conduct Monthly Instructional Walkthroughs • District Facilitated Monthly Coaches meetings. • Collaboration with the State Regional Literacy Director for identified schools.	Problem-Solving Teams will meet monthly to review intervention effectiveness and make adjustments as needed. • Parent notices will be sent home monthly. • Individual Progress Monitoring Plan will be developed for students with Substantial Reading Deficiencies. • Admin/teacher monthly data chats • Administration and Literacy Coaches conduct regular classroom visits to provide feedback through Observe4Success
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Data will be collected and reviewed after each progress monitoring (Beginning, Middle, and End of the year). The data will be collected by the Coordinator of Curriculum and reviewed with the district admin team. • FAST PM Assessment-3 times per year • Edmentum Exact Path Diagnostic 3 times per year • Renaissance Star Reading 3 times per year • Savvas 9-12 Reading Comprehension and Standards Mastery monthly • Edmentum Exact Path Standards Mastery monthly • Read180 Reading Comprehension and Skills Mastery bi-weekly	Each School in the district will have their principal review data with their teachers during monthly PLCs. Teachers will have data chats with the students after each PM. • FAST PM Assessment -3 times per year • Edmentum Exact Path Diagnostic 3 times per year • Renaissance Star Reading 3 times per year • Classroom data assessments for MTSS purposes • Savvas 9-12 Reading Comprehension and Standards Mastery monthly • Edmentum Exact Path Standards Mastery weekly • Read180 Reading Comprehension and Skills Mastery bi-weekly

Actions for continuous support and improvement	District Admin will work with each school to determine next steps, which may include but not limited to: • Professional Learning, Coaching Support • Establish a District Literacy Data Review Process • Quarterly District/School Administrators Data Meetings to monitor program fidelity • Conduct Monthly Instructional Walkthroughs • District Facilitated Monthly Coaches meetings. • Collaboration with the State Regional Literacy Director for identified schools.	School Literacy Leadership Team will review literacy achievement and growth data to determine next steps, which may include but not limited to: • Conduct Weekly Professional Learning Community (PLC) Meetings and Coaching Support • Students that are deficient will be referred to MTSS for monitoring. MTSS Problem-Solving Teams will meet monthly to review intervention effectiveness and make adjustments as needed. • Parent notices will be sent home quarterly. • Individual Progress Monitoring Plan will be developed for students with Substantial Reading Deficiencies. • Admin/teacher monthly data chats • Administration and Literacy Coaches conduct regular classroom visits to provide feedback through Observe4Success
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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.

The district's highest priority is to expand professional learning opportunities focused on the Science of Reading, B.E.S.T. Standards, evidence-based instructional practices, intervention delivery, and data analysis. Due to staff turnover and the addition of new administrators and literacy coaches, the district will provide targeted training, job-embedded coaching, PLC support, Reading Endorsement opportunities, and collaboration with State Regional Literacy Directors. Professional learning will be monitored through classroom implementation data, walkthrough findings, coaching cycles, and student achievement outcomes.

The district has revised the CERP to include a stronger emphasis on professional learning, administrator capacity-building, systematic data review processes, and fidelity monitoring of evidence-based literacy instruction. Additional goals will focus on increasing Reading Endorsement completion rates, strengthening

intervention systems, expanding literacy leadership structures, and improving family engagement to support literacy development at home.

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

Principals monitor implementation of the District Comprehensive Evidence-Based Reading Plan (CERP) through a systematic process of classroom observations, literacy walkthroughs, data reviews, PLC participation, coaching collaboration, and MTSS monitoring. Administrators work closely with literacy coaches and teachers to ensure that evidence-based literacy instruction, intervention programs, and district-adopted instructional materials are implemented with fidelity. The district's plan includes conducting bi-weekly instructional walkthroughs to monitor classroom instruction and program implementation fidelity. During walkthroughs, principals and literacy coaches observe standards-aligned instruction, Science of Reading practices, differentiated small-group instruction, intervention delivery, student engagement, and use of approved literacy resources.

Documentation of walkthroughs and observations will be kept in the district's online observation tool, Observe4success.

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 and instructional Coaches will participate in monthly PLC meetings, monthly data chats with teachers, and quarterly district and school administrator data meetings to review student achievement and progress-monitoring data and identify instructional strengths and areas for improvement. School Literacy Leadership Teams meet regularly to analyze literacy achievement and growth data, monitor intervention effectiveness, and determine necessary instructional adjustments.

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 district Back to School meeting for administrative staff, the Coordinator of Curriculum reviews the District's Comprehensive Reading Plan. Each literacy coach is required to develop an administrator-coach agreement in order to clearly define priorities and responsibilities.

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

Literacy coaches meet monthly with the Coordinator of Curriculum to review district-wide data and problem solve issues from a district perspective.

Literacy coaches attend monthly Coaching Cadre Meetings provided by PAEC. The State Regional Literacy Director visits monthly to provide support, review data, and provide professional learning as needed.

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

The district ensures that coaches have the time needed to meet with teachers to work on goals, coaching cycles, action plans, PLCs, modeling, etc. Coaches are not assigned extra duties that would interfere with their coaching work.

Literacy Coaches attended the State Literacy Institutes and participate in monthly professional development offered by Just Read Florida.

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

The district monitors implementation of the coaching model through the use of coaching logs. These are reviewed by the Curriculum Coordinator.

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

The district measures the effectiveness of literacy coaching through the assessment data, walkthrough data, and the literacy model.

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?

Classroom instruction is available for all student learners including students with disabilities and English Language Learners. Lesson plans are based on Universal Design for Learning principles focused on the B.E.S.T. standards. The core curriculum is supplemented with evidence-based intervention strategies so that all learners have access to grade level curriculum even if they need support with intervention materials. Madison County adheres to the multi-tiered system of support to ensure all students get what they need to be successful. Tiered interventions are delivered daily through planned small groups and at times, individually, as prescribed in the students' individual progress monitoring plans.

Student progress is monitored regularly and instructional adjustments are made as needed. Teachers track student progress through weekly intervention checkups in addition to Renaissance STAR Early Literacy/STAR Reading and FAST progress monitoring.

Madison school district aligned the district's assessment/decision tree for K-12 reading instruction to Florida's Formula for Reading Success. Professional development will be provided to all stakeholders on the components of the formula.

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 coordinated screening and progress monitoring system for Voluntary Prekindergarten (VPK) is implemented through Florida's statewide assessment system, the Florida Assessment of Student Thinking (FAST), utilizing STAR Early Literacy to measure student progress toward early learning benchmarks and kindergarten readiness. This assessment system provides valuable data to evaluate student achievement and guide instructional planning throughout the school year.

Instruction within the district's VPK program is aligned to the Florida Early Learning and Developmental Standards: Birth to Kindergarten. These standards outline the knowledge and skills children are expected to demonstrate along a developmental continuum and address eight domains of learning and development: physical development, approaches to learning, social and emotional development, language and literacy, mathematical thinking, scientific inquiry, social studies, and creative expression through the arts.

The district-selected VPK curriculum was chosen to ensure alignment with these standards and to prepare students for a successful transition to kindergarten. VPK students participate in the FAST STAR Early Literacy assessment three times annually, providing beginning-, middle-, and end-of-year data on student growth and readiness.

Prekindergarten teachers utilize assessment results to make informed instructional decisions and tailor learning experiences to address identified areas of need. Progress-monitoring data are used to guide differentiated instruction, develop targeted learning centers, and design engaging, hands-on activities that strengthen language development, emergent literacy skills, and overall kindergarten readiness. Through ongoing analysis of student data, teachers provide responsive instruction that supports each child's developmental growth and academic success.

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

The district selected the Frog Street Pre-K curriculum because it is aligned to the Florida Early Learning and Developmental Standards and provides a comprehensive foundation for kindergarten readiness. The curriculum supports the development of language and literacy, mathematical thinking, social-emotional learning, scientific inquiry, and other critical early learning domains. Through engaging, developmentally appropriate, and hands-on learning experiences, Frog Street helps ensure that students acquire the knowledge and skills necessary for a successful transition to kindergarten and future academic 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.](#)

Currently we do not have any students who are identified as having substantial deficiency in Early literacy.

Upon identification of students at risk, teachers collaborate with instructional coaches and support staff to develop personalized intervention plans. These plans include a variety of evidence-based strategies tailored to the individual needs of each student. Key interventions include:

1. **Small-Group Instruction:** Students identified with substantial deficiencies are provided with small-group instruction that focuses on targeted skills. These groups allow for more individualized attention and increased opportunities for practice in areas such as letter-sound correspondence, blending, and segmenting words.
2. **One-on-One Intervention:** In addition to small-group instruction, students may receive one-on-one intervention, where teachers can provide highly focused support in areas of early literacy where the student is most challenged. This individualized support helps reinforce key skills and promotes greater retention.
3. **Progress Monitoring and Data-Driven Adjustments:** Regular progress monitoring is conducted to assess the effectiveness of interventions. This includes ongoing assessments through the Benchmark Advance Benchmark Comprehensive Assessment and VPK F.A.S.T., enabling teachers to adjust instruction and interventions based on the student's progress. Data from these assessments inform targeted instructional decisions and the timely modification of intervention plans.
4. **Collaborative Support:** Teachers work closely with instructional coaches, reading specialists, and other support staff to ensure the interventions are implemented effectively. Collaboration among educators also includes sharing strategies and resources to maximize student success.
5. **Parental Involvement:** The district actively involves parents by providing them with resources and strategies to support early literacy development at home. Regular communication between home and school helps ensure that interventions are reinforced and that families are partners in their child's literacy journey.

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
UFLI Foundations Progress Monitoring Assessment	☐ 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
Renaissance STAR Early Literacy	☐ 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
Renaissance STAR Reading	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Edmentum Exact Path 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
	☐ VPK	☐ Oral Language	☐ Screening	☒ Weekly

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?
Edmentum Exact Path Standards Mastery	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Benchmark Advance K–6 Foundational Skills and Oral Reading Fluency Assessment	☐ 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
Benchmark Advance Benchmark Comprehensive Unit Assessment	☐ 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
Core Phonics Survey	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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.

At the start of the school year, students in grades K–3 are placed into intervention groups based on their previous PM3 performance data. Additionally, students identified through prior-year PM3 results will complete a Core Phonics Survey to help pinpoint specific skill deficiencies.

Once PM1 assessments are administered, teachers will review the previous year's PM3 data, current PM1 results, and ongoing classroom performance data. Using these three data sources, teachers and the instructional coach will determine whether students demonstrate significant reading deficiencies. Students identified with reading deficiencies will immediately enter the Multi-Tiered System of Supports (MTSS) process and receive an individualized progress monitoring plan.

Tier 2 and Tier 3 students will participate in small-group interventions led by a reading-endorsed or certified instructor, or by a staff member who has completed the Flamingo Micro Credential course.

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

At the start of the school year, students in grades 4–5 are placed into intervention groups based on their previous PM3 performance data. Additionally, students identified through prior-year PM3 results will complete a Core Phonics Survey to help pinpoint specific skill deficiencies.

Once PM1 assessments are administered, teachers will review the previous year's PM3 data, current PM1 results, and ongoing classroom performance data. Using these three data sources, teachers and the instructional coach will determine whether students demonstrate significant reading deficiencies. Students identified with reading deficiencies will immediately enter the Multi-Tiered System of Supports (MTSS) process and receive an individualized progress monitoring plan.

Tier 2 and Tier 3 students will participate in small-group interventions led by a reading-endorsed or certified instructor, or by a staff member who has completed the Flamingo Micro Credential course.

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.

Data from our universal screener (Renaissance Star Early Literacy, Renaissance Star Reading) will be used to identify students in grades K-3 demonstrating characteristics of dyslexia. Students scoring in the Urgent Intervention District Benchmark category (below the 10th PR) will be identified for additional screening.

Teachers, literacy coaches, and administrators will analyze the results of the universal screener (Renaissance Star Early Literacy, Renaissance Star Reading) and determine whether additional screening is necessary. For any student flagged as at-risk or displaying characteristics of dyslexia, the MTSS team will collaborate with the classroom teacher to construct a formalized Progress Monitoring Plan (PMP) detailing the student's specific areas of reading deficit, outlines the targeted methodology to be used, establishes expected benchmarks, and notes necessary classroom accommodations.

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

The Core Phonics Survey will be administered as an additional screener to home in on the specific skills that need to be reinforced.

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

For grades K–5, several processes and procedures are used to identify and address problems in order to improve the effectiveness of Tier 1 instruction. At the beginning of the school year, teachers review prior-year PM3 assessment data and administer additional diagnostic tools, such as the Core Phonics Survey, to identify students' instructional needs and potential reading deficiencies. After PM1 assessments are completed, teachers analyze multiple data sources, including prior PM3 results, current PM1 data, and ongoing classroom performance.

Grade-level teams and the instructional coach collaborate during data meetings to review student progress, identify trends, and determine areas where Tier 1 instruction may need to be strengthened or adjusted. Teachers use this data to differentiate instruction, provide targeted small-group support within the classroom, and implement evidence-based instructional strategies aligned to student needs.

Ongoing progress monitoring, classroom observations, and collaborative planning ensure that instructional practices are continuously evaluated and refined to improve overall student achievement and the effectiveness of Tier 1 instruction.

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

For grades K–5, processes and procedures are in place to ensure the effectiveness of Tier 2 interventions through ongoing data analysis, collaboration, and progress monitoring. Students are identified for Tier 2 support using multiple data sources, including PM3 and PM1 assessment results, classroom performance data, diagnostic assessments such as the Core Phonics Survey, teacher observations, and progress monitoring data.

Once students are identified, teachers, interventionists, and the instructional coach collaborate through the Multi-Tiered System of Supports (MTSS) process to determine targeted intervention needs and develop appropriate intervention plans. Tier 2 interventions are delivered in small-group settings by a reading-endorsed or certified instructor, or by staff members who have completed the Flamingo Micro Credential course. Interventions are evidence-based and aligned to identified skill deficits.

Student progress is monitored regularly to evaluate the effectiveness of interventions and determine whether instructional adjustments are needed. During data review meetings, teachers and support staff analyze progress monitoring results, intervention fidelity, and student performance trends to identify barriers to progress and solve instructional concerns. Based on the data, interventions may be intensified, modified, continued, or faded to ensure students receive the support necessary to achieve 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?

For grades K–5, processes and procedures are established to identify and address problems in order to improve the effectiveness of Tier 3 interventions. Students are identified for Tier 3 support through comprehensive analysis of assessment data, including PM3 and PM1 results, diagnostic assessments, classroom performance, teacher observations, and ongoing progress monitoring data. Students demonstrating significant and persistent academic deficiencies, despite targeted interventions, are referred through the Multi-Tiered System of Supports (MTSS) process for more intensive support.

Teachers, interventionists, the instructional coach, and MTSS team members collaborate to develop individualized intervention plans that address each student’s specific skill deficits. Tier 3 interventions are delivered in smaller, more intensive instructional settings by highly qualified personnel, including reading-endorsed or certified instructors or staff members who have completed the Flamingo Micro Credential course. Instruction is explicit, systematic, and evidence-based, with interventions tailored to the student’s individual needs.

Frequent progress monitoring is conducted to assess student response to intervention and determine the effectiveness of instructional strategies. MTSS and data review meetings are held regularly to analyze student progress, evaluate intervention fidelity, identify barriers to achievement, and make data-driven decisions regarding instructional adjustments. Based on student performance, interventions may be intensified, revised, continued, or recommendations for additional support services may be considered to ensure students receive the level of support needed to make academic progress toward grade-level expectations.

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: Above 40th Percentile-FAST and Renaissance STAR Reading and/or Level 3-5-FAST ELA PM3 List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. At least 80% of students should demonstrate at or above the 40th percentile on the FAST and Renaissance STAR Reading assessments, as indicated by PM3 (Prior Year) and PM1 (Current Year) results.	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance	2025-2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: ● Universal Screener Scores Below Benchmark (40% - 59%) ● Lack of adequate progress over 6-week period on progress monitoring assessments. ● Evidence of limited mastery shown in common assessment data falling below 70%–80% accuracy on skill-specific mastery checks ● A persistent need for additional instruction and guided support.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data Students who meet the following criteria at the beginning of the school year: ● FAST STAR percentile rank between the 25th and 39th percentiles on the previous year's PM3 or current year's PM1 and/or ● FAST Assessment overall performance level 2 on previous year's PM3 or current year's PM1.	
Number of times per week interventions are provided: 3 to 5 times per week Number of minutes per intervention session: No less than 20 minutes per intervention session	
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.	

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Advance Intervention		
Exact Path Reading		
UFLI Foundations		
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)
Benchmark Advance Intervention		
UFLI Foundations		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Advance Intervention		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.		
The district will utilize a structured and sequential method to integrate multisensory interventions, emphasizing phonemic awareness, decoding, and spelling patterns. To achieve this, instruction will actively engage multiple learning pathways: • Visual & Auditory: Students will use color-coded sound-spelling cards, look in mirrors to observe mouth formations during phoneme production, and participate in oral sound-blending chants and rhythmic auditory repetition. • Tactile & Kinesthetic: Students will trace letter shapes on textured surfaces (such as sandpaper, screens, or sand trays) while speaking the corresponding sounds, utilize finger-tapping to physically segment phonemes in words, and physically manipulate Elkonin boxes with felt tokens or magnetic letter tiles to map spelling patterns. Small group and one-on-one support: Multisensory interventions are delivered in small groups or individually to ensure intensive, focused instruction that addresses each student's specific needs. These settings allow educators to closely monitor and guide physical and tactile responses—such as correct hand-tapping rhythms and letter-tracing directionality—to provide immediate corrective feedback. Progress is regularly monitored, and the intensity or combination of sensory modalities and interventions are adjusted as needed.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • FAST/STAR Assessment: Grades K-2, 10th percentile and below Grades 3-5 below the 20th percentile and/or • Insufficient Progress in Tier 2: students receiving Tier 2 interventions who do not demonstrate meaningful improvement after a designated period of progress monitoring. (60% - 79%) and/or • Classroom Performance and Teacher Observations: data demonstrates minimum skill levels for reading competency in one or more of the Six Components of Reading as outlined in Florida's Formula for Reading Success.		
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: 1. Students in K, 1, 2 who score below the 10th percentile on FAST/STAR PM 3 prior year and/or PM 1 current year. 2. Grade 3, 4, 5 students who score below the 20th percentile on FAST PM 3 prior year and/or PM 1 current year. 3. Students who demonstrate a pattern of reading deficiency based on diagnostic and FAST assessment comparison and/or 4. Students who have been retained the previous year or who met good-cause promotion criteria.		
Number of times per week interventions are provided: 4 to 5 times per week Number of minutes per intervention session: 30 minutes		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Exact Path (Teacher Led Lessons)	Rated Moderate	
Benchmark Advance Intervention		
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. The district will utilize a structured and sequential method to integrate multisensory interventions, emphasizing phonemic awareness, decoding, and spelling patterns. • Visual & Auditory: Students will use color-coded sound-spelling cards, look in mirrors to observe mouth formations during phoneme production, and participate in oral sound-blending chants and rhythmic auditory repetition. • Tactile & Kinesthetic: Students will trace letter shapes on textured surfaces (such as sandpaper, screens, or sand trays) while speaking the corresponding sounds, utilize finger-tapping to physically segment phonemes in words, and physically manipulate Elkonin boxes with felt tokens or magnetic letter tiles to map spelling patterns. Small group and one-on-one support: Multisensory interventions are delivered in small groups or individually to ensure intensive, focused instruction that addresses each student's specific needs. These settings allow educators to closely monitor and guide physical and tactile responses—such as correct hand-tapping rhythms and letter-tracing directionality—to provide immediate corrective feedback. Progress is		

regularly monitored, and the intensity or combination of sensory modalities and interventions are adjusted as needed.

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: The 3rd Grade Reading Camp will run for a total of 24 days, providing targeted, evidence-based literacy instruction to support students in developing essential reading skills. Instruction will occur 4 days per week, Monday -Thursday from 8am – 2pm.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): The evidence-based instructional materials used for Summer Reading Camp is Edmentum Exact Path. Students are monitored by the district summer camp teacher. Other materials include offline instructional material and UFLI Foundations. Edmentum Exact Path is supported by a moderate ESSA evidence level. Students who attend Summer Reading Camp will receive intensive intervention in fluency, word-attack skills, vocabulary instruction and comprehension from highly effective teachers endorsed or certified in reading. This learning is connected to grade level standards and learning that occurred during the regular school year with an enhanced approach.
Alternative Assessment Used: Renaissance STAR Reading Assessment
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?
Savvas MyPerspectives Comprehension and Standards Mastery Assessments	☒ 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
Renaissance Star Reading	☒ 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
Edmentum Exact Path Diagnostic	☒ 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
Edmentum Exact Path Standards Mastery	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year

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?
		☒ Vocabulary ☒ Comprehension		☐ Annually ☐ As Needed ☐ Other
Read180 – Secondary Reading Comprehension and Skills Mastery	☒ 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
	☐ 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.

In grades 6–8, student performance is monitored three times each year—at the beginning, middle, and end of the year—through the FAST ELA 3–10 Progress Monitoring assessments. Assessment data is reviewed and analyzed to ensure continued growth in student achievement and proficiency rates. In addition to state progress monitoring assessments, interim classroom assessments are used to identify students with reading deficiencies in grades 6–8. Based on the 6–8 CERP decision tree and the MTSS problem-solving process, students are assigned appropriate Tier 2 interventions.

Across grades K–12, student progress is regularly reviewed during Professional Learning Community (PLC) meetings and MTSS data discussions. School-based teams analyze student performance data and make instructional decisions to intensify support and determine the appropriate level of intervention, including Tier 1, Tier 2, or Tier 3 student support.

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

For grades 6–8, several processes and procedures are in place to identify and solve problems in order to improve the effectiveness of Tier 1 instruction. Student performance is monitored three times per year through the FAST ELA 3–10 Progress Monitoring assessments administered at the beginning, middle, and end of the school year. Teachers also use interim classroom assessments, classroom performance data, and teacher observations to identify academic strengths and areas of need.

Teachers and school-based teams analyze student data during Professional Learning Community (PLC) meetings and MTSS data chats to identify trends, monitor student progress, and evaluate the effectiveness of core instruction. Through collaborative problem-solving discussions, teachers determine instructional adjustments needed to strengthen Tier 1 instruction, including differentiated instruction, targeted small-group support, and the implementation of evidence-based instructional strategies aligned to grade-level standards.

The MTSS problem-solving process is used to address barriers to student achievement and ensure that instructional practices meet the needs of all learners. Ongoing progress monitoring and data analysis allow teachers and instructional leaders to make timely, data-driven decisions to improve student outcomes and increase the effectiveness of Tier 1 instruction across grades 6–8.

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

To improve the effectiveness of the multi-tiered system of supports (MTSS) for grades 6–8, the district utilizes a structured problem-solving framework where processes, data analysis, and instructional design become increasingly targeted and intensive across tiers.

At the foundational level (Tier 1), all students receive high-quality, standards-aligned core instruction. Student performance is monitored three times per year through the FAST ELA 3–10 Progress Monitoring assessments administered at the beginning, middle, and end of the school year. Teachers also use standard interim classroom assessments, classroom performance data, and teacher observations to identify broad academic strengths and areas of need. This universal screening data establishes a baseline to evaluate overall core instructional health.

When data indicates a student is struggling to meet grade-level expectations, the system intensifies to Tier 2 (Targeted Support):

- **Data Use:** Teachers and school-based teams analyze universal screening and interim data during Professional Learning Community (PLC) meetings and MTSS data chats to identify specific, shared skill deficits (e.g., vocabulary, comprehension, or fluency) and group students with similar profiles.
- **Group Size:** Intervention is delivered in small, homogeneous groups of 4 to 6 students.
- **Frequency of Monitoring:** Student progress on the target skill is monitored bi-weekly using specific, skill-aligned progress-monitoring probes.
- **Intervention Adjustments:** School-based teams review progress data every 4 to 6 weeks during data chats to determine if adjustments—such as shifting group composition, changing the instructional focus, or modifying the delivery pace—are required.

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

For grades 6–8, processes and procedures are in place to identify and solve problems in order to improve the effectiveness of Tier 3 interventions. For students who show insufficient response to Tier 2 supports, the MTSS team initiates Tier 3 (Intensive Support), where the process reaches its most customized and rigorous level:

- **Data Use:** Instruction is driven by highly specific, individualized diagnostic assessments and deep error analyses to isolate precise, granular barriers to learning (such as specific phonics gaps or decoding deficits).

- **Group Size:** Group size is minimized to 1 to 3 students, or delivered on a one-on-one basis, to maximize opportunities for student response and immediate, corrective feedback.
- **Frequency of Monitoring:** Student progress is monitored weekly using highly sensitive, skill-specific diagnostic probes to immediately capture growth or stagnation.
- **Intervention Adjustments:** The school-based problem-solving team reviews student progress data weekly or bi-weekly. Adjustments are rapid and highly individualized, involving an increase in instructional duration or daily frequency, a change in the specialized intervention program, or the incorporation of more explicit, multisensory instructional modalities.

This systematic escalation ensures that as a student's academic needs become more complex, the school's response becomes more precise, frequent, and individualized to accelerate growth and close achievement gaps.

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: Prior year FAST ELA Reading PM 3: Level 3 or above and/or current FAST PM 1 Level 3 or above. Or Current year Renaissance Star Reading: Level 3 or above	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students who score level 3 or above on FAST ELA PM 3 (prior year) or current year (PM1) 80% of students showing mastery of grade level benchmarks on My Perspectives assessments.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas myPerspectives	2025-2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Current year FAST ELA (Grades 6-8) PM1: Student scores level 2; and/or Renaissance Star Reading: Student scores level 2 and/or Consistent performance below 75% on My Perspectives assessments.	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: FAST Level 2 or below on ELA previous year's PM 3 and/or current year's FAST PM 1 Level 2 or below. or Renaissance Star percentile rank between the 25 th and 39 th percentile on the current year.
Number of times per week interventions are provided: 4-5 times per week
Number of minutes per intervention session: 15 minutes

Course(s) where interventions take place: ELA Classes		
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)
Savvas myPerspectives Intervention		
Exact Path	Rated Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity, or the student falls below the level 2 on any state progress monitoring assessment, Tier 3 interventions should be started and/or FAST ELA Level 1 based on current PM 1 or PM 2 Assessments and/or Consistent performance below 50% on myPerspectives lesson assessments.		
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: Students score a level 1 on previous year's PM3 and/or current year's PM1 FAST ELA data Level 1 or Renaissance Star Reading level 1		
Number of times per week interventions are provided: Daily Number of minutes per intervention session: 55 minutes		
Course(s) where interventions take place: 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)
HMH READ 180 – Secondary Reading Level B	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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?
Savvas myPerspectives Assessments Comprehension and Standards Mastery	☒ 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
Edmentum Exact Path Diagnostic	☒ Grade 9 ☒ Grade 10 ☒ Grade 11	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 12 ☒ All Students ☐ Select Students	☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☒ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Edmentum Exact Path Standards Mastery	☒ 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
Renaissance STAR Reading	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
	☐ 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
Read180 – Secondary Reading Comprehension and Skills Mastery	☒ 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.

In grades 9–10, student performance is monitored three times each year—at the beginning, middle, and end of the year—through the FAST ELA 3–10 Progress Monitoring assessments. In grades 11-12, students are progress monitored using current assessment scores in state FAST ELA Retake Assessments and the Read180 Secondary Reading Comprehension/Skills Mastery assessment. Assessment data is reviewed and analyzed to ensure continued growth in student achievement and proficiency rates. In addition to state progress monitoring assessments, interim classroom assessments are used to identify students with reading deficiencies in grades 9–10. Based on the 9–12 CERP decision tree and the MTSS problem-solving process, students are assigned appropriate Tier 2 interventions.

Across grades K–12, student progress is regularly reviewed during Professional Learning Community (PLC) meetings and MTSS data discussions. School-based teams analyze student performance data and make instructional decisions to intensify support and determine the appropriate level of intervention, including Tier 1, Tier 2, or Tier 3 student support.

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

For grades 9–12, several processes and procedures are in place to identify and solve problems in order to improve the effectiveness of Tier 1 instruction. Student performance is monitored three times per year through the FAST ELA 3–10 Progress Monitoring assessments administered at the beginning, middle, and end of the school year. Teachers also use interim classroom assessments, classroom performance data, and teacher observations to identify academic strengths and areas of need.

Teachers and school-based teams analyze student data during Professional Learning Community (PLC) meetings and MTSS data chats to identify trends, monitor student progress, and evaluate the effectiveness of core instruction. Through collaborative problem-solving discussions, teachers determine instructional adjustments needed to strengthen Tier 1 instruction, including differentiated instruction, targeted small-group support, and the implementation of evidence-based instructional strategies aligned to grade-level standards.

The MTSS problem-solving process is used to address barriers to student achievement and ensure that instructional practices meet the needs of all learners. Ongoing progress monitoring and data analysis allow teachers and instructional leaders to make timely, data-driven decisions to improve student outcomes and increase the effectiveness of Tier 1 instruction across grades 9–12.

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

To improve the effectiveness of the multi-tiered system of supports (MTSS) for grades 9–12, the district utilizes a structured problem-solving framework where processes, data analysis, and instructional design become increasingly targeted and intensive across tiers.

For grades 9–12, several processes and procedures are in place to identify and solve problems in order to improve the effectiveness of Tier 2 instruction. Student performance is monitored three times per year through the FAST ELA 3–10 Progress Monitoring assessments administered at the beginning, middle, and

end of the school year. Teachers also use interim classroom assessments, classroom performance data, and teacher observations to identify academic strengths and areas of need.

When data indicates a student is struggling to meet grade-level expectations, the system escalates to Tier 2 (Targeted Support):

- **Data Use:** Teachers and school-based teams analyze universal screening, benchmark, and course performance data during Professional Learning Community (PLC) meetings to isolate specific, shared skill deficits (e.g., textual evidence integration, vocabulary in context, or reading comprehension strategies) and group students with similar needs.
- **Group Size:** Targeted instruction is delivered in small, homogeneous groups of 5 to 8 students, accommodating high school scheduling and credit-bearing structures.
- **Frequency of Monitoring:** Student progress on the targeted skill is monitored bi-weekly using specific, standard-aligned progress-monitoring probes.
- **Intervention Adjustments:** School-based teams review progress data every 4 to 6 weeks during PLCs to determine if adjustments—such as modifying the delivery pace, shifting group membership, or changing the targeted priority standard—are required.

The MTSS problem-solving process is used to address barriers to student achievement and ensure that instructional practices meet the needs of all learners. Ongoing progress monitoring and data analysis allow teachers and instructional leaders to make timely, data-driven decisions to improve student outcomes and increase the effectiveness of Tier 2 instruction across grades 9–12.

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

For grades 9–12, processes and procedures are in place to identify and solve problems in order to improve the effectiveness of Tier 3 interventions. Students are identified for Tier 3 support through the analysis of multiple data sources, including FAST ELA 3–10 Progress Monitoring assessments, interim classroom assessments, classroom performance data, teacher observations, and ongoing progress monitoring results. For students who demonstrate significant and persistent academic deficiencies despite targeted Tier 2 interventions, the MTSS team initiates Tier 3 (Intensive Support), where the process reaches its most customized and rigorous level:

- **Data Use:** Instruction is driven by highly specific, individualized diagnostic assessments and deep error analyses (such as phonological/decoding diagnostics for foundational reading barriers or intensive reading inventories) to isolate precise, granular skill deficits.
- **Group Size:** Group size is minimized to 1 to 3 students, or delivered on a one-on-one basis, to allow for highly explicit, systematic instruction with immediate, corrective feedback.
- **Frequency of Monitoring:** Student progress is monitored weekly using highly sensitive, skill-specific diagnostic probes to capture incremental growth or identify stagnation.
- **Intervention Adjustments:** School-based problem-solving teams (including teachers, interventionists, instructional coaches, and MTSS personnel) review data weekly or bi-weekly. Adjustments are rapid and individualized, which may include increasing the frequency or duration of the support, implementing a different specialized evidence-based intervention program, or introducing highly explicit, multisensory instructional strategies.

During PLC meetings, MTSS data chats, and intervention review meetings, staff analyze progress monitoring data, intervention fidelity, and student performance trends to identify barriers to achievement and make data-driven decisions. Based on the results, interventions may be intensified, modified, continued, or

additional support services may be considered to ensure students receive the individualized support necessary to achieve academic growth and progress toward grade-level expectations.

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: Grades 9-10: FAST ELA Levels 3-5 PM 3 from the prior year and/or PM1 from the current year. Grades 11-12: Savvas myPerspectives Literacy Assessment 1300 or above scale score	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students who score a level 3 or higher on the previous year's PM3 or the current year's FAST PM1 ELA and/or Savvas myPerspectives Literacy Assessment 1300 or above scale score current year and/or Renaissance Star Reading Level 3 or above current year	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas myPerspectives	2025-2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST ELA (Grades 9-10): Student scores level 1 or 2 on prior year's PM 3 and/or PM1. Renaissance Star Reading – Level 2 and/or Savvas MyPerspectives Literacy Assessment: Student scores level 1 or 2 and has not received a concordant score on one of the alternative assessments and/or Read 180 -Secondary Reading Assessment – scoring in Basic range	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Grades 9-10: Students score a level 1 on the previous year's FAST-ELA PM 3 and/or current year's PM 1 from FAST ELA for students scoring Level 2 or below and/or Renaissance Star Reading: Level 2 current year and/or Read 180 -Secondary Reading Assessment – scoring in Basic range Grades 11-12: FAST ELA Retake level 1 or 2 and/or Savvas MyPerspectives Literacy Assessment: Student scale score below 800	
Number of times per week interventions are provided: 2 to 3 days per week	
Number of minutes per intervention session: 20 minutes	

Course(s) where interventions take place: ELA		
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)
Savvas myPerspectives Intervention		
Edmentum Exact Path		
Read 180 – Secondary Reading		
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Grades 9-10: Students drop to a level 1 on FAST-ELA progress monitoring assessments are changed from Tier 2 to Tier 3 intervention groups. and/or Renaissance Star Reading: Level 1 current year and/or Read 180 -Secondary Reading Assessment – scoring in Below Basic range Grade 11-12 Level 1 or 2 on FAST ELA Retakes		

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: Students who score a level 1 on prior year FAST-ELA PM 3 and/or Current year's FAST PM 1 ELA Data and/or Students who score level 1 or two on FAST ELA Retake and/or		
Number of times per week interventions are provided: Five days per week Number of minutes per intervention session: 55 Minutes Course(s) where interventions take place: 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)
HMH READ 180 – Secondary Reading	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;

- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
Benchmark Advance	K-5 ELA Teachers	Teachers will receive training as needed to successfully implement the curriculum.
Savvas myPerspectives	6-12 ELA Teachers	Teachers will receive training as needed to successfully implement the curriculum.
READ 180 – Secondary Reading	6-12 Intensive Reading Teachers	Teachers will receive training as needed to successfully implement the curriculum.
Foundational components of reading	K-3 Teachers	Teachers will receive training as needed during PLCs with Literacy Coach.
BEST ELA Standards	All ELA Teachers	Review and Planning with the BEST Standards during PLCs
Explicit, systematic, and sequential instruction.	All teachers	Teachers will receive training as needed during PLCs with Literacy Coach.
Multisensory intervention strategies	All Teachers	Teachers will receive training as needed during PLCs with Literacy Coach.

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.

To support instructional personnel and FEFP-funded PreK teachers in earning a reading certification, endorsement, credential, or advanced degree in scientifically researched and evidence-based reading instruction, the district partners with the Florida Department of Education (FDOE) and the University of Florida Lastinger Center for Learning. The district funds and facilitates these pathways using the K-12 Comprehensive Evidence-Based Reading Plan (CERP) allocation within the Florida Education Finance Program (FEFP).

- Emergent Literacy Micro-Credentials (online)
- Elementary Literacy Micro-Credentials (online)
- Secondary Literacy Micro-Credentials (online)

The district actively removes financial and logistical barriers to ensure educators can successfully advance their credentials:

- **Tuition and Fee Coverage:** The district allocates FEFP/CERP funds to cover the costs of tuition, materials, and registration fees for instructional staff pursuing the complete Florida Reading Endorsement (all 5 competencies, often completed via the online *Florida Literacy Matrix*) or a specialized Reading Certification.
- **Job-Embedded Coaching:** District literacy coaches and school-based instructional leaders provide ongoing, face-to-face feedback to teachers completing their micro-credential or endorsement

practicums. This hands-on support helps teachers apply coursework directly to daily instruction and pass their performance-based assessments.

Differentiated Professional Learning

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

In addition to progress monitoring data, classroom walkthroughs performed by administrators and Instructional coaches will be used to differentiate professional learning for all classroom teachers. After each progress monitoring cycle, data will be reviewed to look for specific teacher growth needs.

Mentor Teachers

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

Mentor teachers are based on if a teacher has completed the clinical education certification. Those teachers are assigned to first year teachers for the school year. The mentor and mentee meet weekly during the year. The pair also meet monthly with other mentor/mentee pairs within the district to address specific areas to focus on as new teachers.

The district identifies experienced, adaptable educators who excel in classroom management, student engagement, and reflective practice. Selected teachers receive dedicated professional development, release time, and direct support from instructional coaches to refine high-leverage practices.

Professional Learning Time

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

Administrators create a PLC calendar that teachers follow. PLCs are scheduled weekly with all teachers. Those scheduled PLCs are with administrators and Instructional Coaches.

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
Florida Tutoring Advantage	K-5	A statewide initiative designed to improve student achievement in reading (literacy). Established by the Florida Legislature in 2024 through House Bill 1361, the program is administered by the University of Florida (UF) Lastinger Center for Learning—the same entity that administers the New Worlds Reading Initiative. Partner-Provided Virtual Tutoring (K–5): Live, instructor-led virtual sessions (audio and video-based) delivered one-on-one or in small groups (up to 4 students).
		Level 2 Students

Scholastic Excellence (Raise) High School Tutoring	Kindergarten	A statewide initiative established by the Florida Department of Education (FDOE) under Section 1008.365, Florida Statutes. The program recruits, trains, and deploys high school students to provide evidence-based literacy tutoring to struggling readers.

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.

Students with substantial reading deficiencies are identified and school staff begin meeting with parents immediately after school starts. Parents are given a read-at-home brochure that gives them activities they can do at home with their children. Parents are also given information on the New Worlds Reading Initiative. School staff encourage parents to register their children to receive the free books.

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).

The New World's Reading Initiative (NWRI) provides eligible children free books and family literacy resources mailed to their home. The school helps families enroll in the program during parent conferences, literacy nights, direct contact through parent liaisons, and during book fairs or other curriculum activity times.

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 kindergarten through grade 2 to ensure that students receive high-quality, evidence-based literacy instruction during the foundational years of reading development. Teacher assignment decisions are informed by annual performance evaluation ratings, instructional expertise, student achievement outcomes, and demonstrated effectiveness in early literacy instruction. Highly effective teachers are identified through the district's evaluation system based on student performance and instructional practice measures.

When staffing kindergarten through grade 2 classrooms, the district gives priority consideration to teachers with a Highly Effective evaluation rating, Reading Endorsement or certification, strong knowledge of the Science of Reading, and a demonstrated record of improving student literacy outcomes. School administrators collaborate with district leadership to strategically place highly effective teachers in primary grades and classrooms with the greatest literacy needs, including students identified with substantial reading deficiencies, characteristics of dyslexia, or other risk factors for reading difficulties.

The district also supports retention and development of highly effective teachers through targeted professional learning, literacy coaching, mentoring opportunities, and ongoing data reviews. Staffing decisions are reviewed annually to ensure equitable access to effective instruction and to maximize student reading achievement and growth in the primary grades.

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
CH	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.
CH	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.
CH	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.
CH	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
CH	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
CH	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.
CH	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
CH	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
CH	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Signature:

Carol Gibson

Date:

6/15/26