

Manatee- District Comprehensive Evidence-Based Reading Plan 2026-2027

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	Alison Nichols	nicholsa@manateeschools.net	941-751-6550 ext. 43007
Data Element	Evan McCarthy	mccarthy@manateeschools.net	941-751-6550 ext. 43330
Third Grade Promotion	Alison Nichols	nicholsa@manateeschools.net	941-751-6550 ext. 43007
Multi-Tiered System of Supports	Larissa Bennett	bennettl@manateeschools.net	941-751-6550 ext. 43019
Secondary ELA/Reading Contact	Tiffany Spradling	spradlingt@manateeschools.net	941-751-6550 ext. 43392

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	\$444,539.00	5
Intervention teachers	0	0
Scientifically researched and evidence-based supplemental instructional materials	\$222,323.00	
Third grade summer reading camps	\$270,000.00	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches	\$464,033.00	4
Intervention teachers	0	0
Scientifically researched and evidence-based supplemental instructional materials	\$33,377.00	
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	\$30,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	\$180,000.00	
Family engagement activities	0	
Other – Please Describe. Add additional rows as needed.		
Professional and Technical Services (for evidenced-based supplemental instructional materials)	\$82,000.00	
Travel Expenses for Summer Literacy Institute for Intensive RAISE Schools	\$20,000.00	
Alternative Assessment for 3 rd Grade Reading	\$6,300.00	
Estimated Sum of Expenditures	\$1,752,572.00	

3) Literacy Leadership – District and School

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

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

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

FAST

Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	1%	0%	95%	97%

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

The district's action plan to improve literacy outcomes for VPK students is a comprehensive, data-driven strategy focused on five key areas. First, student performance data is regularly analyzed to identify literacy gaps and inform instruction. Based on these insights, targeted instructional strategies such as small-group teaching and evidence-based curricula are implemented. Educators receive ongoing professional development to enhance their literacy instruction and data interpretation skills. Family engagement is also prioritized through Soar in 4 family activation programming, take-home resources, and regular communication about student progress. All Pre-K students participate in a field trip to the SOAR Lab. The Lab is aligned with the curriculum and offers extended hours, including Saturdays and school breaks, to support family access. Finally, the district employs a continuous improvement cycle—assessing, analyzing, acting, monitoring, and adjusting to ensure sustained progress and improved literacy outcomes for all VPK students.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	18%	16%	59%	61%
1	23%	21%	60%	62%
2	24%	22%	55%	57%
3	24%	22%	56%	58%
4	22%	20%	55%	57%
5	15%	13%	62%	64%
6	21%	19%	58%	60%
7	23%	21%	56%	58%
8	21%	19%	56%	58%
9	19%	17%	56%	58%
10	20%	18%	57%	59%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	• FAST Data (PM1, PM2, PM3) • Lexia Core 5 Data (monthly) • Tier 2/3- Lexia Core 5 Data (monthly)	• FAST (PM1, PM2, PM3) • Lexia Core 5 Data (monthly) • Tier 1- Benchmark Advance Unit Assessments (monthly) • Tier 2/3- Lexia Core 5 Data (weekly) • Tier 2- Star CBM/DIBELS (bi- weekly) • Tier 3- Star CBM/DIBELS (weekly)
Actions for continuous support and improvement	• District Literacy Leadership Team Quarterly Meetings • District provided data analysis to school-based administrators • Provide professional learning around data analysis that includes problem solving, literacy practices and science of reading to administrators, coaches, and teachers • Review MTSS data in Branching Minds platform	• Weekly Reading Walkthroughs using the district provided expectations checklists • Monthly LLT meetings that follow a problem-solving model • Provide time weekly during Teacher Collaborative Team Meetings to discuss reading data, problem solve, and engage in professional learning • Review MTSS data in Branching Minds platform
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	• FAST Data (PM1, PM2, PM3) • Tier 2/3- Lexia Power Up Data (monthly) • Targeted Common Assessments (TCA) once a semester)	• FAST (PM1, PM2, PM3) • Tier 1- Targeted Standards Assessments (monthly) • Tier 2/3- Lexia Power Up Data (weekly) • Targeted Common Assessment (TCA) (once a semester)
Actions for continuous support and improvement	• District Literacy Leadership Team (LLT) Quarterly Meetings • District provided data analysis to school-based administrators • Provide professional learning around data analysis that includes problem solving, literacy	• Weekly Reading Walkthroughs using the district provided expectations checklists • Monthly LLT meetings that follow a problem-solving model • Monthly Teacher Collaborative Team

	practices and science of reading to administrators, coaches, and teachers Review MTSS data in Branching Minds platform	Meetings to discuss reading data, problem solve and engage in professional learning. Review MTSS data in Branching Minds platform
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	- FAST Data (PM1, PM2, PM3) - Tier 2/3- Lexia Power Up Data (monthly) - Targeted Common Assessments (TCA) once a semester	- FAST (PM1, PM2, PM3) - Tier 1- Targeted Standards Assessments (monthly) - Tier 2/3- Lexia Power Up Data (weekly) - Targeted Common Assessments (TCA) once a semester
Actions for continuous support and improvement	- District Literacy Leadership Team Quarterly Meetings - District provided data analysis to school-based administrators - Professional learning around data analysis that includes problem solving, literacy practices and science of reading to administrators, coaches, and teachers - Review MTSS data in Branching Minds platform	- Weekly Reading Walkthroughs using the district provided expectations checklists - Monthly LLT meetings that follow a problem-solving model. - Monthly Teacher Collaborative Team Meetings to discuss reading data, problem solve, and engage in professional learning - Review MTSS data in Branching Minds platform

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.

Standards, Curriculum, Instruction, Intervention and Professional Learning are the two priority areas that will be revised based on the CERP Reflection Tool. Revisions to these two areas include:
A comprehensive professional learning plan will be implemented across the district for teachers, literacy coaches, and administrators. In this professional learning, the curriculum team will respond to the needs presented in the CERP Reflection Tool. Topics will include problem-solving process through MTSS, consistent PLC structures, small group instruction at the elementary and secondary level, high-yield strategies that support all learners (specifically students with exceptionalities and English Language Learners). Continued support will be provided to Literacy Coaches across the school year in monthly Coaching Academies and quarterly on-site coaching academies. The district curriculum team will continue to offer the reading endorsement pathway to elementary and secondary teachers.

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

The process for monitoring implementation is:

1. Communication of Reading Plan

The district reading plan will be shared and reviewed with school administrators during principal and AP meetings. Administrators will share the plan with school staff. The plan will be posted in Schoology for teachers and on the district's intranet for all staff to access. In addition, schools will align School Improvement Plans to the CERP.

2. Monitoring of Reading Plan

School administrators will receive professional learning in the use of district and state walkthrough tools and best practices in literacy instruction for reading. School-based administrators will conduct monthly reading walk-throughs. Monthly school-based literacy leadership team meetings will monitor the implementation of the plan, including analyzing monthly reading walkthrough data and feedback from instructional rounds, for impact on grade-level reading proficiency and SIP goals.

3. Determine Next Steps

The reading walkthrough tools and feedback from instructional rounds along with state and district assessments will guide school administrators in determining professional learning for teachers at their school site. Curriculum and Instruction will share priority areas from the Reflection Tool needing improvements with school-based administrators. School-based Literacy Leadership Teams will reference the priority areas to devise and develop SIP goals for the next school year.

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.

To monitor collection of assessment data:

- A district level team analyzes quarterly district data and shares information with school-based administrators through a data analysis protocol that includes analysis of subgroup data.
- Principals monitor collection of school-based data through the FAST portal, Focus, SchoolCity, Progress Learning, and Branching Minds for progress monitoring of intervention data.

To monitor utilization of data and inform instruction:

- Executive Directors will hold monthly Data Exchange meetings using a structured protocol with the principals to review school level data and facilitate discussions on instructional next steps. The Data Exchange meetings will help guide data analysis with the school-based Instructional Leadership Teams.
- Instructional Leadership Teams will use a data analysis protocol through PLC's with grade level/department teams to determine differentiation of reading instruction and benchmarks/skills that are areas of strength and those that need to be reviewed. This data analysis will drive decisions made during planning by teachers for future instruction.
- Principals and AP's will monitor impact on instruction during reading walkthroughs utilizing state and/or district walkthrough tools and by continuously analyzing data through the FAST portal, Focus, SchoolCity, Progress Learning, and Branching Minds.

To support student needs:

- Schools implement problem solving steps following the MTSS framework and Reading Decision Trees grounded in data analysis with review of progress monitoring data in Branching Minds.
- The MTSS Coordinator will conduct training on the district MTSS framework and the Branching Minds platform with school-based Instructional Leadership Teams including the school-based MTSS facilitators to ensure a problem-solving process is used to determine instructional next steps and identify student needs for intervention.

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?

Information about the Just Read FL! coaching model will:

- be communicated at the Summer Leadership Conference to principals and assistant principals along with the district Literacy Coach expectations
- be reviewed during monthly principal meetings
- be followed up with email communication to administrators as needed through Executive Briefs and during school-based meetings with administrators and literacy coaches facilitated by the district Curriculum Department.

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

The Literacy Coach Coordinator works closely with ELA Curriculum Coordinators and specialists to plan and facilitate monthly Coaching Academy meetings. These meetings provide instructional coaching support including the Literacy Coaching Endorsement coursework for secondary literacy coaches (all elementary coaches already have the endorsement), data-informed instruction, and evidence-based reading practices grounded in the science of reading. Literacy Coaches will receive all professional learning offered to teachers throughout the school year. The Literacy Coach Coordinator provides job-embedded professional learning for the coaches at school sites. In addition, Coaching Academy will include differentiated content based on Literacy Coaches experience levels and areas of growth. Furthermore, the Curriculum team will organize and host on-site Coaching Academies quarterly at cohort school sites for elementary literacy coaches.

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

Coaching logs (collected monthly) and district/school data (quarterly) will be reviewed by the Literacy Coach Coordinator and the Curriculum Department to determine ongoing coaching support and monthly professional learning provided during Coaching Academy meetings. Professional learning will be provided by the district's curriculum team and in collaboration with the State Regional Literacy Director on the Literacy Practice Profiles, coaching cycles, effective professional learning communities, and reflective conversations to help coaches with differentiating support based on teacher need. Each school will select a high-yield strategy during the 26-27 school year to focus on and coaches will support implementation of the targeted strategy. The Literacy Coach Coordinator will work alongside the coaches at their school sites to incorporate job-embedded professional learning on the selected high-yield strategies. This support will be differentiated based on the needs of the individual coaches and schools.

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

Coaches will submit a monthly coaching log that outlines their time spent with teachers and students in classrooms and PLC's. Monthly coaching logs are reviewed, and state/district assessment data is analyzed to monitor implementation. Coaches will create a principal-coach agreement with school administrators to clarify the parameters of the coaching role and expectations of job responsibilities. The Curriculum

Team will create and disseminate monthly surveys to reading coaches to gain feedback on Coaching Academy professional learning sessions and needs for future support.

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

The Literacy Coach Coordinator and Curriculum Team will review the data provided in the monthly coaching logs. Additionally, the Literacy Coach Coordinator and Curriculum Team will continually analyze FAST data, district writing data, and progress monitoring data to determine the impact Literacy Coaches are making on student achievement. The Elementary and Secondary Curriculum Directors will share data from the coaching logs and assessments with upper leadership quarterly. Executive Directors will also review this data with principals during school visits and as part of monthly district principal meetings.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The district's strategic plan focuses on foundational literacy skills and aligns to Florida's Formula for Success with the six components of reading. The district's strategic plan emphasizes the need for screening tools and evidence-based programs to support students with substantial reading needs such as dyslexia. This emphasis is a direct connection to the four assessments (screening, progress monitoring, diagnostic, and summative) in Florida's Formula for Success. Additionally, Florida's Formula for Success is reflected through the Decision Trees for K-12 reading instruction. Administrators will be trained in the Formula for Success during principal and AP meetings and will make connections to Florida's Formula for

Success during instructional rounds held across the year during district principal meetings. The Formula for Success will help Literacy Leadership Teams engage in the MTSS framework with fidelity to problem solve for all students, including students with disabilities and students who are English language learners.

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.

Standards: All PreK teachers utilize the Florida Early Learning and Development Standards. Within the framework of standardized learning outcomes, the curriculum includes a scope and sequence for teaching and learning over the school year for teachers to support individualized learning. The standards encompass development in 8 essential areas: physical development, approaches to learning, social and emotional, language and literacy, mathematical thinking, scientific inquiry, social studies and creative expression through arts.

Instruction and Support to meet the needs of all classroom learners:

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;

- **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge;
- **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 a student's 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; and
- **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; and occurs in addition to core instruction and Tier 2 interventions.

ESE Assessment: Both informal and formal assessments are used in the classroom. In addition to progress monitoring, students have individualized IEP goals that drive instructional practices. The Age Anchored, state approved, progress monitoring tool supports adaptive, cognitive and social emotional growth and development. The Child Outcome Summary is completed at the end of the school year for students articulating to kindergarten.

VPK Assessment: Teachers use the STAR Early Literacy state assessment. Our classrooms use coordinated statewide screening, progress monitoring, and summative assessment consisting of PM 1, PM 2, and PM 3. Assessment results are used to identify student learning gains, and index development outcomes upon program completion.

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

Early learning classroom core instruction is the state-approved HighScope Curriculum for all PreK programs (VPK, ESE, and other PreK). The HighScope Curriculum provides an academic foundation while promoting independence, decision-making, cooperation, creativity, and problem-solving in young children through learning objectives, effective adult interaction strategies, and assessment measures that help programs ensure a high-quality experience for all learners. Supplemental literacy instruction is supported by the Heggerty Phonemic Awareness curriculum. Heggerty provides explicit and systematic instruction in

phonological and phonemic awareness. Classrooms also use Conscious Discipline for social and emotional development and KinderMusik for incorporating arts and literacy.

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.](#)

VPK students identified as having a substantial deficiency in early literacy skills scoring below the twenty-fifth (25th) percentile or those who are unable to complete the practice items at the middle or end of the year test administration of the coordinated screening and progress monitoring system receive intensive, explicit, systematic, and multisensory support.

We provide a holistic approach with the students and family. Once a student is identified as having a substantial deficiency in early literacy the family is notified. The family receives multisensory materials and activities to complete at home. The family is provided and encouraged to register with New Worlds Reading Initiative. The family is encouraged to participate in a free monthly family literacy event held by curriculum specialists. Classroom interventions include the Heggerty curriculum, small group and 1-1 instruction. Teachers are encouraged to collaborate with their school's IST team to support students facing academic challenges. The school district also provides a summer bridge program to continue academic growth and prevent summer slide.

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?
Lexia Core 5	☐ 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	☐ Oral Language ☐ Phonological	☒ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	Monitoring ☒ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Tier 2/3- Star CBM 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
Tier 2/3- DIBELS	☐ 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 Unit Assessments	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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.

School leaders use the MTSS process to determine the student's level of Tier support at the beginning of the year based on previous year's FAST PM3 data and/or current year's FAST PM1 data as stated in the Decision Trees. School leaders and classroom teachers will use the guidelines provided on the decision tree for progress monitoring, the addition of instruction, and the discontinuation of tiered instruction ongoing across the year. Teachers meet with the Instructional Leadership Team on a monthly basis to review student data and assess students receiving Tier 2 and/or Tier 3 interventions. This process includes evaluating progress toward specific instructional targets, determining the effectiveness of interventions, and utilizing the progress monitoring tool to systematically track student responses to the intervention. Branching Minds is a district-wide platform schools use to collect data and track MTSS. Branching Minds brings all student data into one place, helps school-based teams see who needs support and intervention, guides teams through the decision-making process, and provides graphs for tracking intervention progress. Branching Minds will support schools with decision making for tiered instruction and subsequent progress monitoring.

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

School leaders use the MTSS process to determine the student's level of Tier support at the beginning of the year based on previous year's FAST PM3 data and/or current year's FAST PM1 data as stated in the Decision Trees. School leaders and classroom teachers will use the guidelines provided on the decision tree for progress monitoring, the addition of instruction, and the discontinuation of tiered instruction ongoing

across the year. Teachers meet with the Instructional Leadership Team on a monthly basis to review student data and assess students receiving Tier 2 and/or Tier 3 interventions. This process includes evaluating progress toward specific instructional targets, determining the effectiveness of interventions, and utilizing the progress monitoring tool to systematically track student responses to the intervention. Branching Minds will support schools with decision making for tiered instruction and subsequent progress monitoring.

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. Every Kindergarten-3rd grade student will be given a specific set of assessments as a universal screener. Universal screeners serve as a starting point. These screeners will identify specific instructional needs for students at risk, including students displaying characteristics of dyslexia. All students will be given universal screeners listed below 3 times per year (beginning, middle, end). Historical data will be considered when problem solving. Based on the data from the universal screeners and district decision trees additional assessments will be administered. These additional assessments determine if Tier 3 interventions will begin. If a student is not making progress over time after consistent instruction and intervention with fidelity, then the student could be exhibiting characteristics of dyslexia and will begin Tier 3 interventions immediately or Tier 3 interventions will be adjusted as needed for students already receiving intensive intervention. These students would also be referred to the Intensive Support Team at the school for further problem-solving.

Kindergarten students will be administered:

- FAST Star Early Literacy
- Star CBM Letter Name Fluency and Letter Sound Fluency
- Core Phonics Survey Parts A-D (letter name and sound identification).

Any kindergarten student that scores below the 10th percentile on FAST and/or scores in the "Intervention" benchmark category for the time of year on Star CBM measures, will begin Tier 3 interventions immediately while following the MTSS process.

First grade students will be administered:

- FAST Star Reading
- Star CBM Expressive Nonsense Word Fluency and Phoneme Segmentation.

Any first-grade student that scores below the 10th percentile on FAST Star Reading will be given the Star Early Literacy assessment. Students scoring below the 25th percentile on Star Early Literacy assessment will be screened using Star CBM Expressive Nonsense Word Fluency, Phoneme Segmentation, and parts A-D of the CORE Phonics Survey. Any student that scores below the 10th percentile on the Star Early Literacy assessment and/or scores in the "Intervention" benchmark category for the time of year on Star CBM measures, will begin Tier 3 interventions immediately while following the MTSS process.

Second grade students will be administered:

- FAST Star Reading
- 2nd Grade Star CBM Oral Reading Fluency and Expressive Nonsense Word Fluency

Any second-grade student scoring below the 25th percentile on the Star Reading assessment and/or scores in the "On Watch" benchmark category for the time of year on the Star CBM measures, will be administered Parts A-K of the CORE Phonics Survey. Any student that scores below the 10th percentile on

the Star Reading assessment and/or scores in the "Intervention" benchmark category for the time of year on Star CBM measures, will begin Tier 3 interventions immediately while following the MTSS process.

Third grade students will be administered:

- FAST
- DIBELS 3rd grade Oral Reading Fluency

Any third-grade student that scores below the 20th percentile on FAST and/or scores in the "red intensive support" benchmark goal category for the time of year on DIBELS ORF, will be administered DIBELS Nonsense Word Fluency and the CORE Phonics Survey Parts A-K. Any student that scores in the "red intensive support" benchmark goal category for the time of year on DIBELS ORF and NWF will begin Tier 3 interventions immediately while following the MTSS process.

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

Once students are identified with having a substantial reading deficiency and/or characteristics of dyslexia, students will be given the CORE Phonics Survey and a spelling inventory. Kindergarten students will be given a phonological awareness screener to gain further information. Intentional Tier 3 reading instruction will begin based on the data provided by the assessments. Tier 3 reading instruction will be delivered by a teacher who is reading endorsed/certified or has earned a Literacy Micro-credential using an evidence-based intensive, explicit and systematic reading intervention program. Teachers will progress monitor students weekly using Star CBM measures for kindergarten-2nd grade and DIBELS for 3rd grade based on the results of the universal screeners specific to each grade level. The district will follow the MTSS framework for all students that continue to show a substantial reading deficiency and/or characteristics of dyslexia. This process will include parental notification and the involvement of parents in the MTSS process. Students not showing progress in Tier 3 instruction based on ongoing progress monitoring will be referred to the school counselor and/or psychologist for additional screening.

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

The school-based Literacy Leadership Teams meet monthly and review/analyze Tier 1 data from the following:

- Monthly administrative walkthroughs
- FAST data (three times per year)
- Universal Screeners (K-3rd grade)
- Lexia data
- Benchmark Advance Unit Assessments (3rd-5th)

Based on the data analyzed by the LLT, the team will identify benchmarks mastered and those needing to be retaught in Tier 1 instruction and/or in small group instruction. If students still need support after instruction is provided on needed benchmarks, these students will be closely monitored for possible Tier 2 interventions.

The literacy coaches will facilitate collaborative planning with teachers to create a plan for review and re-teach opportunities. During monthly literacy walk throughs, administrators will look for evidence of the targeted benchmarks on subsequent classroom observations. If student data and monthly literacy walk data indicate an instructional need, literacy coaches will plan and implement coaching cycles with specific teachers to ensure effective Tier 1 instruction. After this monthly cycle, the data outlined above will be analyzed again to re-focus facilitated collaborative planning based on the most recent classroom data.

Additionally, the district leadership team will review data quarterly to monitor Tier 1 instruction. The Executive Directors will review data monthly with principals (Data Exchange Meetings) and discuss a plan

for instruction for the next quarter. The Curriculum Department will include data analysis and planning for instruction professional learning during PreK-12 Principal meetings and AP meetings quarterly.

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

- Schools collect progress monitoring data from Star CBM and DIBELS every other week for students receiving Tier 2 interventions and data is entered into Branching Minds.
- Teacher Collaborative Teams (TCT), including a Leadership Team member and the school-based literacy coach, review progress-monitoring data in Branching Minds each month to evaluate the effectiveness of intervention instruction using the following:
 - Monthly administrative walkthroughs
 - FAST data (three times per year)
 - Universal Screeners (K-3rd grade)
 - Lexia data
 - Benchmark Advance Unit Assessments (3rd-5th)
 - Star CBM/DIBELS
- The Teacher Collaborative Team (TCT) at each school will review progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT. Finally, schools will iterate this process to continuously improve the effectiveness of Tier 2 Interventions.

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

- Schools collect progress monitoring data from Star CBM and DIBELS every week for students receiving Tier 3 interventions and data is entered into Branching Minds.
- Intensive Support Team (IST) reviews progress-monitoring data in Branching Minds each month to evaluate the effectiveness of intervention instruction using the following:
 - Monthly administrative walkthroughs
 - FAST data (three times per year)
 - Universal Screeners (K-3rd grade)
 - Lexia data
 - Benchmark Advance Unit Assessments (3rd-5th)
 - Star CBM/DIBELS
 - CORE Phonics Survey
- The Intensive Support Team (IST) at each school will review progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST. Finally, schools will iterate this process to continuously improve the effectiveness of Tier 3 Interventions.

Kindergarten 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: FAST PM 1 (Star Early Literacy)- 25th percentile and above AND • Star CBM Assessment: Letter Naming Fluency- Correct per minute score of 11 and above AND • Star CBM Assessment: Letter Sound Fluency- Correct per minute score of 6 and above AND • Core Phonics Survey Parts A, B- Identifies 20 or more letter names AND • Core Phonics Survey Parts C, D- Identifies 12 or more letter sounds	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. • Student scores above 35th percentile at FAST PM 2 or • Student scores a Level 3 or above at FAST PM 3 AND • Star CBM Assessment: Letter Naming Fluency- “On Watch” or “At/Above” benchmark category based on the time of year (Fall, Winter, Spring) AND • Star CBM Assessment: Letter Sound Fluency- “On Watch” or “At/Above” benchmark category based on the time of year (Fall, Winter, Spring) AND • Students are meeting quarterly expectations on the standards-based report card for Letter Names and Letter Sounds as evidenced by Core Phonics Survey Parts A-D	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Student scores 10th- 35th percentile at FAST PM 2 • Student scores Level 2 at FAST PM 3 AND/OR • Star CBM Assessment: Letter Naming Fluency- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring) AND • Star CBM Assessment: Letter Sound Fluency- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring) AND • Core Phonics Survey Parts A, B- Identifies 20 or more letter names AND • Core Phonics Survey Parts C, D- Identifies 12 or more letter sounds <i>Student consistently scores in the “Intervention” category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to Tier 1 instruction.</i>	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: FAST PM 1 (Star Early Literacy)- 10-24th percentile AND	
• Star CBM Assessment: Letter Naming Fluency- Correct per minute score of 10 and below AND • Star CBM Assessment: Letter Sound Fluency- Correct per minute score of 5 and below AND • Core Phonics Survey Parts A, B- Identifies 20 or more letter names AND	OR • Star CBM Assessment: Letter Naming Fluency- Correct per minute score of 11 and above AND • Star CBM Assessment: Letter Sound Fluency- Correct per minute score of 6 and above AND • Core Phonics Survey Parts A, B- Identifies 19 or less letter names AND

Core Phonics Survey Parts C, D- Identifies 12 or more letter sounds	Core Phonics Survey Parts C, D- Identifies 11 or less letter sounds
Number of times per week interventions are provided: At least 3 times per week. Number of minutes per intervention session: At least 15-30 minutes.	
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.	
Name of Program	ESSA Evidence Level
Verbiage (as needed)	
In Tandem	In Tandem does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as In Tandem is an explicit, systematic, and multisensory phonics program grounded in the science of reading. In Tandem provides a research-based approach using decodable texts that work “in tandem” with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In addition, the program utilizes authentic texts transferring newly acquired decoding skills. The

		district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and In Tandem program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Reading Teacher-Led Lessons	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: • Student scores below 10th percentile at FAST PM 2 • Student scores Level 1 at FAST PM 3 AND/OR • Star CBM Assessment: Letter Naming Fluency- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring) AND • Star CBM Assessment: Letter Sound Fluency- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring) AND • Core Phonics Survey Parts A, B- Identifies 19 or less letter names AND • Core Phonics Survey Parts C, D- Identifies 11 or less letter sounds <i>Student consistently scores in the “Intervention” category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.</i>		
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: • FAST PM 1 (Star Early Literacy)- Below 10th percentile and/or previous retention AND/OR • Star CBM Assessment: Letter Naming Fluency- Correct per minute score of 10 and below AND • Star CBM Assessment: Letter Sound Fluency- Correct per minute score of 5 and below AND • Core Phonics Survey Parts A, B- Identifies 19 or less letter names AND Core Phonics Survey Parts C, D-		

Identifies 11 or less letter sounds

Number of times per week interventions are provided:

Daily

Number of minutes per intervention session:

At least 15-30 minutes.

Intensive, Individualized Instruction/Interventions

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

Name of Program

**ESSA Evidence
Level**

Verbiage (as needed)

In Tandem

In Tandem does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as In Tandem is an explicit, systematic, and multisensory phonics program grounded in the science of reading. In Tandem provides a research-based approach using decodable texts that work “in tandem” with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In addition, the program utilizes authentic texts transferring newly acquired decoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy

		Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and In Tandem program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Teacher-Led Lessons	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)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. • In Tandem • Lexia Core 5 Reading Teacher Led Lessons • Benchmark Advance Intervention Lessons The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.		

First Grade 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: • FAST PM 1 (Star Reading)- 25th percentile and above AND/OR previous year Level 3 and above on FAST PM 3 • Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 9 and above AND • Star CBM Assessment: Phoneme Segmentation- Correct per minute score of 16 and above

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

- Student scores at the 35th percentile and above at FAST PM 2
- Student scores Level 3 at FAST PM 3

AND/OR

- Star CBM Assessment: Expressive Nonsense Word Fluency- “On Watch” or “At/Above” benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Star CBM Assessment: Phoneme Segmentation- “On Watch” or “At/Above” benchmark category based on the time of year (Fall, Winter, Spring)

Core Instruction

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

Name of Program	Year of Program Adoption
Benchmark Advance	2026

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores 10th- 34th percentile at FAST PM 2 or
- Student scores Level 2 at FAST PM 3 or
- FAST PM 2 (Star Early Literacy) **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring) **OR**
- Star CBM Assessment: Phoneme Segmentation- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring)

Student consistently scores in the “Intervention” category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to Tier 1 instruction.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

- FAST PM 1 (Star Reading)- Between 10th–24th percentile **AND/OR** previous year Level 2 on FAST PM 3
- Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 8 and below **OR**
- Star CBM Assessment: Phoneme Segmentation- Correct per minute score of 15 and below

Number of times per week interventions are provided:

At least 3 times per week.

Number of minutes per intervention session:

At least 15-30 minutes.

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
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In Tandem		In Tandem does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as In Tandem is an explicit, systematic, and multisensory phonics program grounded in the science of reading. In Tandem provides a research-based approach using decodable texts that work “in tandem” with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In addition, the program utilizes authentic texts transferring newly acquired decoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and In Tandem program design will be available for administrators, coaches, and teachers.
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Intervention Lessons		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate

		evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Reading Teacher Led Lessons	Moderate	
UFLI Foundations	On State Approved K-3 Intervention	UFLI does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations are embedded within the program, as UFLI is an explicit, systematic, and multisensory phonics program grounded in the science of reading. UFLI offers a comprehensive scope and sequence aligned to the phonics continuum and includes a systematic spiral review. Instruction is explicit and emphasizes blending and segmenting, with daily opportunities for decoding and encoding, as well as practice with connected texts. This scope and sequence ensures students build the letter-sound correspondence and spelling-pattern knowledge necessary for strong decoding and encoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators.

		Regularly scheduled professional learning on the science of reading and micro-PLs on each step in the program will be available for administrators, coaches, and teachers.
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

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 interventions provided.

- In Tandem
- Lexia Core 5 Teacher Led Lessons
- Benchmark Advance Differentiated Tier 2 Lessons
- SIPPS

The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.

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

- Student scores below 10th percentile at FAST PM 2 or student assessed using Star Early Literacy at PM 2
- Student scores Level 1 FAST PM 3 **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Star CBM Assessment: Phoneme Segmentation- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring)

Student consistently scores in the “Intervention” category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

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:

- FAST PM 1 (Star Reading) Below 10th percentile **AND/OR** previous year Level 1 on FAST PM 3 **AND** student meets criteria on BOTH measures of Star CBM below
- Student assessed using Star Early Literacy **AND/OR** student meets criteria on BOTH measures of Star CBM below
- Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 8 and below **AND**
- Star CBM Assessment: Phoneme Segmentation- Correct per minute score of 15 and below

Number of times per week interventions are provided: Daily
Number of minutes per intervention session: At least 15-30 minutes.

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
In Tandem		In Tandem does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as In Tandem is an explicit, systematic, and multisensory phonics program grounded in the science of reading. In Tandem provides a research-based approach using decodable texts that work “in tandem” with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In addition, the program utilizes authentic texts transferring newly acquired decoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and In Tandem program design will be available for administrators, coaches, and teachers.
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	

Benchmark Advance Phonics Intervention Kit		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Reading Teacher Led Lessons	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 used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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 interventions provided.

- In Tandem
- SIPPS
- Lexia Core 5 Reading Teacher Led Lessons

The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.

Second Grade 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:

- FAST PM 1 (Star Reading)- 25th percentile and above **AND/OR** previous year Level 3 and above on FAST PM 3
- Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 16 and above **AND**
- Star CBM Assessment: 2nd Grade Level Oral Reading Fluency- Correct per minute score of 54 and above

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

- Student scores 35th percentile and above at FAST PM 2 or
- Student scores level 3 and above at FAST PM 3 **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- “On Watch” or “At/Above” benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Star CBM Assessment: 2nd Grade Oral Reading Fluency- “On Watch” or “At/Above” benchmark category based on the time of year (Fall, Winter, Spring)

Core Instruction

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

Name of Program

Year of Program Adoption

Benchmark Advance

2026

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores between the 10th-35th percentile at FAST PM 2 or
- Student scores level 2 at FAST PM 3 **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring) **OR**
- Star CBM Assessment: 2nd Grade Oral Reading Fluency- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring)

Student consistently scores in the “Intervention” category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to Tier 1 instruction.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year: • Student scores 10th- 24th percentile on FAST PM 1 and/or • Student scores Level 2 on previous year FAST PM 3 AND • Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 15 and below OR • Star CBM Assessment: 2nd Grade Oral Reading Fluency- Correct per minute score of 53 and below		
Number of times per week interventions are provided: At least 3 times per week. Number of minutes per intervention session: At least 15-30 minutes.		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Intervention Lessons		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.

Lexia Core 5 Reading Teacher Led Lessons	Moderate	
UFLI Foundations	State Approved K-3 Intervention	UFLI does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations are embedded within the program, as UFLI is an explicit, systematic, and multisensory phonics program grounded in the science of reading. UFLI offers a comprehensive scope and sequence aligned to the phonics continuum and includes a systematic spiral review. Instruction is explicit and emphasizes blending and segmenting, with daily opportunities for decoding and encoding, as well as practice with connected texts. This scope and sequence ensures students build the letter-sound correspondence and spelling-pattern knowledge necessary for strong decoding and encoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and micro-PLs on each step in the program will be available for administrators, coaches, and teachers.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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 interventions provided.

- SIPPS
- Lexia Core 5 Reading Teacher Led Lessons

The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.

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

- Student scores below 10th percentile at FAST PM 2 and/or
- Assessed using Star Early Literacy **OR**
- Student scores Level 1 at FAST PM 3 **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Star CBM Assessment: 2nd Grade Oral Reading Fluency- “Intervention” benchmark category based on the time of year (Fall, Winter, Spring)

Student consistently scores in the “Intervention” category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

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

Beginning of Year Data

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

- Student assessed using Star Early Literacy **OR**
- FAST PM 1 (Star Reading) Below 10th percentile **AND/OR** previous year Level 1 on FAST PM 3 **AND** student meets criteria on BOTH measures of Star CBM below
-
- Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 15 and below **AND**
- Star CBM Assessment: 2nd Grade Oral Reading Fluency- Correct per minute score of 53 and below

Number of times per week interventions are provided: Daily

Number of minutes per intervention session:

At least 15-30 minutes.

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Phonics Intervention		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Reading Teacher Led Lessons	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 used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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 interventions provided. • SIPPS • Benchmark Advance Phonics Intervention Kit • Lexia Core 5 Reading Teacher Led Lessons The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.		

Third Grade 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: • FAST PM 1- 36th percentile and above AND/OR previous year Level 3 and above on FAST PM 3 AND • DIBELS 3rd Grade Oral Reading Fluency- Correct per minute score of 73 and above	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. • Student scores at the 41st percentile and above on FAST PM 2 or • Student scores Level 3 and above at FAST PM 3 AND • DIBELS 3rd Grade Oral Reading Fluency- “Core support” benchmark goal based on the time of year (Beginning, Middle, End)	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Student scores between 20th-40th percentile at FAST PM 2 OR • Student scores Level 2 at FAST PM 3 AND • DIBELS 3rd Grade Oral Reading Fluency- “Strategic support” or “Intensive support” benchmark goal based on the time of year (Beginning, Middle, End) OR • DIBELS Nonsense Word Fluency- Words Recorded Correctly “Strategic support” or “Intensive support” benchmark goal based on the time of year (Beginning, Middle, End)	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	

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

- FAST PM 1- 20th-35th percentile **AND/OR** previous year Level 2 on FAST PM 3
- DIBELS 3rd Grade Oral Reading Fluency- “Strategic support” or “Intensive support” benchmark goal based on the time of year (Beginning, Middle, End) **OR**
- DIBELS Nonsense Word Fluency- Words Recorded Correctly “Strategic support” or “Intensive support” benchmark goal based on the time of year (Beginning, Middle, End)

Student consistently scores in the “strategic support” benchmark goal as measured by DIBELS 8th Edition based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

Number of times per week interventions are provided:

At least 3 times per week.

Number of minutes per intervention session:

At least 15-30 minutes.

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Intervention Lessons		Benchmark Advance Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and

		instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
Corrective Reading-Elementary	Promising	
Lexia Core 5 Reading Teacher Led Lessons	Moderate	
UFLI Foundations	State Approved K-3 Intervention List	UFLI does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations are embedded within the program, as UFLI is an explicit, systematic, and multisensory phonics program grounded in the science of reading. UFLI offers a comprehensive scope and sequence aligned to the phonics continuum and includes a systematic spiral review. Instruction is explicit and emphasizes blending and segmenting, with daily opportunities for decoding and encoding, as well as practice with connected texts. This scope and sequence ensures students build the letter-sound correspondence and spelling-pattern knowledge necessary for strong decoding and encoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and micro-PLs on each step in the program will be available for administrators, coaches, and teachers.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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 interventions provided. • SIPPS • Benchmark Advance Phonics Intervention Kit • Lexia Core 5 Reading Teacher Led Lessons The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Student scores below 20th percentile at FAST PM 2 OR • Student scores Level 1 at FAST PM 3 AND • DIBELS 3rd Grade Oral Reading Fluency- “Intensive support” benchmark goal based on the time of year (Beginning, Middle, End) AND/OR • DIBELS Nonsense Word Fluency- Words Recorded Correctly “Intensive support” benchmark goal based on the time of year (Beginning, Middle, End) AND/OR Correct Letter Sounds “Strategic support” or “Intensive support” benchmark goal based on the time of year (Beginning, Middle, End) <i>Student consistently scores in the “intensive support” benchmark goal as measured by DIBELS 8th Edition based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.</i>		
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: • FAST PM 1- Below 20th percentile AND/OR previous year Level 1 on FAST PM 3 AND • DIBELS 3rd Grade Oral Reading Fluency- Correct per minute score of 54 and below AND/OR • DIBELS Nonsense Word Fluency- Words Recorded Correctly- Correct per minute score of 17 and below AND/OR Correct Letter Sounds- Correct per minute score of 75 and below <i>3rd grade retained students must receive tier 3 interventions</i>		
Number of times per week interventions are provided: Daily Number of minutes per intervention session: At least 15-30 minutes.		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Phonics Intervention		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s)

		support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Reading Teacher Led Lessons	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 used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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 interventions provided. • SIPPS • Benchmark Advance Phonics Intervention Kit • Lexia Core 5 Reading Teacher Led Lessons The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.		

Fourth and Fifth Grade 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: - FAST PM 1- 36th percentile and above AND/OR previous year Level 3 and above on FAST PM 3 AND - DIBELS Oral Reading Fluency correct words per minute of: 87 and above- 4th grade 103 and above- 5th grade		
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. - Student scores Level 3 and above on FAST assessment AND - DIBELS Oral Reading Fluency correct words per minute of: 121 and above (PM 2); 125 and above (PM 3)- 4th grade 122 and above (PM 2); 137 and above (PM 3)- 5th grade		
Core Instruction		
Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
Benchmark Advance	2026	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - Student scores Level 2 or below at FAST PM 2 and/or PM 3 AND/OR - Student is scoring an average of 40%-59% on Benchmark Advance Unit Assessments AND - DIBELS Oral Reading Fluency correct words per minute of: - PM 2 4th grade= 98-120; PM 2 5th grade= 101-121 - PM 3 4th grade= 99-124; PM 3 5th grade= 124-136		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: - FAST PM 1- 20th to 35th percentile AND/OR previous year Level 2 on FAST PM 3 AND - DIBELS Oral Reading Fluency correct words per minute of: 62-86- 4th grade 81-102- 5th grade		
Number of times per week interventions are provided: At least 3 times per week. Number of minutes per intervention session: At least 15-30 minutes.		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Intervention Lessons		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
Corrective Reading-Elementary	Promising	
Lexia Core 5 Reading Teacher Led Lessons	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 used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: - FAST PM 2– Below the 20th percentile or FAST PM 3- Level 1 AND/OR - Student is scoring an average of 39% and below on Benchmark Advance Unit Assessments AND - Student consistently scores in the “Intensive support” benchmark goal as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.		
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: - FAST PM 1- Below the 20th percentile AND/OR previous year Level 1 on FAST PM 3 AND - DIBELS Oral Reading Fluency correct words per minute of: 61 and below- 4th grade 80 and below- 5th grade		
Number of times per week interventions are provided: Daily Number of minutes per intervention session: At least 15-30 minutes.		
Intensive, Individualized Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	

Benchmark Advance Phonics Intervention		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Reading Teacher Led Lessons	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 used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (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:

Summer reading camp will be held for 24 days (M-TH) from 8:30am-2:00pm.

8:30-8:45 Jumpstart

8:45-9:15 Interactive Read Aloud

9:15-10:35 Small group differentiated reading instruction

10:35-11:20 Word Study Lesson 1

11:20-12:05 Shared close reading with daily writing in response to reading

12:05-12:35 Lunch

12:35-12:55 Recess

12:55-1:30 Word Study Lesson 2

1:30-2:00 Read aloud and dismissal

Evidence-Based Instructional Materials to be used, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

The school district will provide summer instruction to grade 3 students who score a level 1 on the statewide standardized assessment for ELA. Teachers apply to teach Summer Reading Camp and Human Resources then checks for reading endorsement/certification for each applicant. The Curriculum Department verifies that teachers are highly effective through evaluations and principal recommendations. Teachers will use evidence-based explicit, systematic, and multisensory reading instruction through the following resources:

- Curriculum Associates Phonics for Reading- Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Recommendation 2, Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence; Recommendation 3, Teach students to decode words, analyze word parts, and write and recognize words, strong evidence; and Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, moderate evidence. The recommendations were built into the program through a systematic scope and sequence based on student results from a placement test. Phonics for Reading provides explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency. Each new skill will be reinforced within a decodable text. The district will support and monitor implementation of this program through weekly check-ins with teachers and school administrators. The district will support and monitor implementation of the evidence-based

reading instruction by reviewing Lexia data weekly. Professional learning on the Phonics for Reading program will be offered during mandatory training for all Summer Reading Camp teachers and district specialists will be assigned to support the teachers at the school sites.

- Comprehension Toolkit by Harvey and Goudvis - The Comprehension Toolkit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Recommendation 2, Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence; Recommendation 3, Teach students to decode words, analyze word parts, and write and recognize words, strong evidence; and Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, moderate evidence. These recommendations were built into the program through the use of nonfiction articles and trade books (Heinemann). Lessons provide strategies that work to help students understand, respond to, and learn from nonfiction text, building background knowledge across the curriculum (Harvey, S., & Goudvis, A. (2005). To support Recommendation 1, each lesson implements the Define, Example, Ask vocabulary routine to teach the academic vocabulary needed to access the nonfiction articles and trade books provided. The lessons strategically build background knowledge across the curriculum. Recommendation 4 is supported through the daily reading of connected text with an intentional focus on a comprehension strategy. Lessons involve the use of a graphic organizer to assist students to focus reading on comprehension, intentional group discussion questions related to the texts, and associated text dependent questions. The district will support and monitor implementation of the evidence-based reading instruction by reviewing Lexia data weekly. Professional learning will be offered during mandatory training for all Summer Reading Camp teachers and district specialists will be assigned to support the teachers at the school sites.
- Poems for Building Reading Skills by Rasinski- Poems for Building Reading Skills does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Recommendation 2, Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence; Recommendation 3, Teach students to decode words, analyze word parts, and write and recognize words, strong evidence; and Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, moderate evidence. Recommendation 4 has moderate evidence. These recommendations were built into the program during the repeated reading routine daily to implement with a poem each week. This fluency practice is designed to promote accuracy and fluency during reading. The district will support and monitor implementation of the evidence-based reading instruction by reviewing Lexia data weekly. Professional learning will be offered during mandatory training for all Summer Reading Camp teachers and district specialists will be assigned to support the teachers at the school sites.
- Lexia Core5 Reading Teacher Led Lessons: Lexia Core5 is grounded in the science of reading. The program shows evidence for ESSA with a moderate rating

Alternative Assessment Used:

Renaissance Star Reading

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?
McGraw Hill Study Sync Unit 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
Progress Learning Mini 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
Lexia Power Up	☒ 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
Targeted Common 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 (2 x year)
Core Phonics Survey	☒ 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
Upper Spelling Inventory	☒ 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
DIBELS (Tier2/3)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

School leaders will use the MTSS process to assess students' tiered support levels at the start of the year using previous year's FAST PM3 and historical data as outlined in the decision trees. They follow the decision tree guidelines for progress monitoring and continuing, discontinuing, or intensifying tiered instruction throughout the year.

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?

The school-based Instructional Leadership Team (ILT) will meet monthly to review and analyze Tier 1 data from following:

- Weekly administrative walkthroughs
- FAST data three times per year
- Targeted Common Assessments
- Benchmark-aligned classroom assessments

Based on the data analyzed, the ILT team will identify benchmarks needing to be retaught and/or enriched. The reading coach will facilitate collaborative planning with teachers to review classroom data and determine which students may need Tier 2 interventions.

Additionally, the district leadership team will review data quarterly to monitor Tier 1 instruction. Quarterly, Executive Directors will review data with principals and discuss plans for student and teacher support. The District Curriculum team will provide school administrators and reading coaches targeted professional learning centered on data-driven instructional decision-making during monthly leadership meetings.

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

The school-based Instructional Leadership Team (ILT) will meet monthly to review and analyze Tier 2 data from the following:

- Weekly administrative walkthroughs
- Lexia data
- Progress Learning data

Based on the data analyzed, the ILT team will identify benchmarks needing to be retaught. Those benchmarks will be retaught in small groups and then measured via Progress Learning mini assessments. School reading coaches will facilitate collaborative planning sessions with teachers to develop the lessons and mini assessments. Additionally, they will provide individualized support for teachers requiring assistance with reteaching benchmarks or analyzing student data to inform instructional decisions. The ILT will also monitor Lexia's school usage and skills status to determine biweekly and monthly school growth in Tier 2. This helps determine which school supports are needed to assist teachers and students.

The District Curriculum team and Executive Directors will monitor Lexia usage and skills reports monthly to ensure the program's fidelity is met.

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

The MTSS team will review the following data:

- Weekly administrative walkthroughs
- Lexia data
- Progress Learning data

Once the data is reviewed, the team will use the problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying Tier 3 interventions. For students who have not responded to a specific reading intervention, teachers will work with students one-on-one and/or in small groups using targeted materials (Lexia Lessons, Skill Builders, Word Connections, and FCRR) to address specific literacy skills based on student performance. Coaches will support teacher teams to develop instructional resources to address student needs identified by the ILT.

If a student does not respond to individualized support, the MTSS team will refer the student to the Intensive Support Team (IST) for additional data collection and targeted interventions.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: • Previous Year- Spring FAST ELA Reading PM3 – level 3 or above or • Previous Year- District-created Targeted Common Assessments (administered twice per year)– 70% or above • McGraw-Hill StudySync assessments – 70% or above	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • FAST PM 2 and/or PM 3- Level 3 or above • Targeted Standards Assessments (TSAs) – district created common assessments to determine mastery of individual B.E.S.T. standards/benchmarks – 70% or above • B.E.S.T.-aligned, teacher-created assignments and assessments- 70% or above	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill's Florida StudySync	2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Current year PM 2 data or • District-created Targeted Common Assessments (administered twice per year)– 60-69% or • McGraw-Hill StudySync assessments – 60-69%	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: • Previous Year- Spring FAST ELA Reading PM3 – mid-Level 1 to Level 2 or • Intermediate and/or advanced strand in Lexia (grammar, word study, comprehension) • District-created Targeted Common Assessments (administered twice a year) – 60-69% or • McGraw-Hill StudySync assessments – 60-69% • Progress Learning mini assessments- 60%-69%	

Number of times per week interventions are provided:

2-3 times per week teacher-led lessons

Number of minutes per intervention session:

At least 15 in per intervention session

Course(s) where interventions take place:

Intensive Reading and/or DLRA-R (Developmental Language Arts-2)

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)
Lexia PowerUp Literacy	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)

Summit K12 (ELD)		Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 (March 2022), Recommendation 1-Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008). Recommendation 1- Provide explicit vocabulary instruction has strong evidence. Recommendation 4- Increase student motivation and engagement in literacy learning has strong evidence. Recommendation 5-Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists has strong evidence. These recommendations were built into the program by providing a blended learning program that is designed to help ELL students close the achievement gap particularly in areas of reading, writing, speaking, and listening. The program emphasizes foundational language skills, including phonics, vocabulary, grammar, and sentence structure. Activities focus on structure to develop basic English grammar in order to facilitate comprehension and convey thinking. In addition, this program provides opportunities for students to develop the language skills necessary to meet the grade-level expectations, including direct instruction for new vocabulary. The district will support and monitor the implementation of this program by monitoring student progress and providing small group instruction where needed. Students will take a placement test at the beginning of the year, followed by a mid-year test to identify areas where skills need reinforcement, and an end-of-year test to assess growth. Furthermore, the district will organize monthly professional development sessions for ELD ESOL teachers, facilitated by Summit K12.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: ▪ Students enrolled in the intensive reading course who remain in the foundational strand on Lexia Power-Up Literacy will move to 1:1, Tier 3 instruction. ▪ Current year PM 2 data- Level 1 ▪ Progress Learning mini-assessments 59% and below		

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: • Previous year- Spring FAST PM3 low-level 1 or • Foundational strand in Lexia (grammar, word study, comprehension) or • District-created Targeted Common Assessments (administered twice per year) – 59% and below or • McGraw-Hill StudySync assessments – 59% and below and • Progress Learning mini assessments- 59% and below		
Number of times per week interventions are provided: 3-5 times per week teacher-led lessons Number of minutes per intervention session: At least 15-25 minutes per intervention session Course(s) where interventions take place: Intensive Reading and/or DLA-R (Developmental Language Arts-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)
Lexia PowerUp Literacy	Strong	
Word Connections		Word Connections does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) supports the program: Providing Reading Interventions for Students in Grades 4-9 (March 2022), Recommendation 1-Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Recommendation 2-Provide purposeful fluency-building activities to help students read effortlessly. Recommendation 3-Part A: Build students' world and word knowledge so they can make sense of the text. These recommendations were built into the program as the Word Connections program is a supplemental reading program developed for students who continue to experience challenges with decoding and multisyllabic words. This program focuses on promoting automaticity with reading what they refer to as "big words." The scope and sequence help teachers guide struggling readers from decoding sounds to recognizing words. The lessons provide explicit, systematic instruction on multisyllabic word reading, morphology, affixes, decoding, encoding, and fluency. Students practice

		manipulating and reading words. Instruction progresses from introducing morphemes in isolation to reading them in words and connected text. The District will offer professional learning sessions for reading teachers using the Word Connections book. Small group sessions will also be available for high-need schools.
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)
Summit K12 (ELD)		Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Words Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 (March 2022), Recommendation 1-Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008). Recommendation 1- Provide explicit vocabulary instruction has strong evidence. Recommendation 4-Increase student motivation and engagement in literacy learning has strong evidence. Recommendation 5-Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists has strong evidence. These recommendations were built into the program by providing a blended learning program that is designed to help ELL students close the achievement gap particularly in areas of reading, writing, speaking, and listening. The program emphasizes foundational language skills, including phonics, vocabulary, grammar, and sentence structure. Activities focus on structure to develop basic English grammar in order to facilitate comprehension and convey thinking. In addition, this program provides opportunities for students to develop the language skills necessary to meet the grade-level expectations, including direct instruction for new vocabulary. The district will support and monitor the implementation of this program by monitoring student progress and

		providing small group instruction where needed. Student will take a placement test at the beginning of the year, followed by a mid-year test to identify areas where skills need reinforcement, and an end-of -year test to assess growth. Furthermore, the district will organize monthly professional development sessions for ELD ESOL teachers, facilitated by Summit K12.
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Grades 9-12

13. Grades 9-12 Assessments

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

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?
McGraw Hill StudySync Unit Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Progress Learning Mini Assessments	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Lexia Power Up	☒ Grade 9 ☒ Grade 10	☒ Oral Language ☒ Phonological	☐ Screening ☒ Progress	☒ Weekly ☐ 2 x Month

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

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

School leaders use the MTSS process to assess students' tiered support levels at the start of the year using last year's FAST PM3 and historical data as outlined in the decision trees. They follow the decision tree guidelines for progress monitoring, adding instruction, and discontinuing tiered instruction throughout the year.

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

The school-based Instructional Leadership Team (ILT) will meet monthly to review and analyze Tier 1 data from following:

- Weekly administrative walkthroughs
- FAST data three times per year
- Targeted Common Assessments
- Benchmark-aligned classroom assessments

Based on the data analyzed, the ILT team will identify benchmarks needing to be retaught and/or enriched. The reading coach will facilitate collaborative planning with teachers to review classroom data and determine which students may need Tier 2 interventions.

Additionally, the district leadership team will review data quarterly to monitor Tier 1 instruction. Quarterly, Executive Directors will review data with principals and discuss plans for student and teacher support. The District Curriculum team will provide school administrators and reading coaches targeted professional learning centered on data-driven instructional decision-making during monthly leadership meetings.

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

The school-based Instructional Leadership Team (ILT) will meet monthly to review and analyze Tier 2 data from following:

- Weekly administrative walkthroughs
- Lexia data
- Progress Learning data

Based on the data analyzed, the ILT team will identify benchmarks needing to be retaught. Those benchmarks will be retaught in small groups and then measured via Progress Learning mini assessments. School reading coaches and Assistant Principals of Curriculum (APCs) will facilitate collaborative planning sessions with teachers to develop the lessons and mini assessments. Additionally, they will provide individualized support for teachers requiring assistance with reteaching benchmarks or analyzing student data to inform instructional decisions. The ILT will also monitor Lexia's school usage and skills status to determine biweekly and monthly school growth in Tier 2. This helps determine which school supports are needed to assist teachers and students.

The District Curriculum team and Executive Directors will monitor Lexia usage and skills reports monthly to ensure the program's fidelity is met.

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

The MTSS team will review the following data:

- Weekly administrative walkthroughs
- Lexia data

- Progress Learning data

Once the data is reviewed the team will use the problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying Tier 3 interventions. For students who have not responded to a specific reading intervention, teachers will work with students 1:1 and/or in small groups using targeted materials (Lexia Lessons, Skill Builders, Word Connections, and FCRR) to address specific literacy skills based on student performance. Coaches will support teacher teams to develop instructional resources to address student needs identified by the ILT.

If a student does not respond to individualized support, the MTSS team will refer the student to the Intensive Support Team (IST) for additional data collection and targeted interventions.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: • Previous year- Spring FAST ELA Reading PM3 – Level 3 or above or • Previous year- District-created Targeted Common Assessments (administered twice per year in Grades 9-10) – 70% or above • McGraw-Hill StudySync assessments – 70% or above • Students have met graduation concordance in ELA (Grades 11 and 12)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • FAST PM 2 and/or PM 3- Level 3 or above • Targeted Standards Assessments (TSAs) – district-created common assessments to determine mastery of individual B.E.S.T. standards/benchmarks- 70% or above • B.E.S.T.-aligned, teacher-created assignments and assessments- 70% or above	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill's Florida StudySync	2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Current year PM 2 data or • District-created Targeted Common Assessments (administered twice a year) – 60-69% (Grades 9 and 10) or • McGraw-Hill StudySync assessments – 60-69%	
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.) • Previous year- Spring FAST ELA Reading PM3 – mid-Level 1 to Level 2 or • Intermediate and/or advanced strand in Lexia (grammar, word study, comprehension) • District-created Targeted Common Assessments (administered twice per year) – 60-69% (Grades 9 and 10) or • McGraw-Hill StudySync assessments – 60-69%	
Number of times per week interventions are provided: 2-3 times per week	
Number of minutes per intervention session:	

At least 15 minutes per intervention session		
Course(s) where interventions take place: Intensive Reading and/or DLA-R (Developmental Language Arts-Reading)		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Literacy	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)
Summit K12 (ELD)		Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Words Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 (March 2022), Recommendation 1-Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008). Recommendation1-Provide explicit vocabulary instruction has strong evidence. Recommendation 4-Increase student motivation and engagement in literacy learning has strong evidence. Recommendation 5-Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists has strong evidence. These recommendations were built into the program by providing a blended learning program that is designed to help ELL students close the achievement gap particularly in areas of reading, writing, speaking, and listening. The program emphasizes foundational language skills, including phonics, vocabulary, grammar, and sentence structure. Activities focus on structure to develop basic English grammar in order to

		facilitate comprehension and convey thinking. In addition, this program provides opportunities for students to develop the language skills necessary to meet the grade-level expectations, including direct instruction for new vocabulary. The district will support and monitor the implementation of this program by monitoring student progress and providing small group instruction where needed. Student will take a placement test at the beginning of the year, followed by a mid-year test to identify areas where skills need reinforcement, and an end-of - year test to assess growth. Furthermore, the district will organize monthly professional development sessions for ELD ESOL teachers, facilitated by Summit K12.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Students enrolled in the intensive reading course who remain in the foundational strand on Lexia Power-Up will move to one-on-one, Tier 3 instruction. • Current year PM 2 data- Level 1 • Progress Learning mini-assessments 59% and below		
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: • Previous year- Spring FAST ELA Reading PM 3 – Low Level 1 or • Intermediate and/or advanced strand in Lexia (grammar, word study, comprehension) • District-created Targeted Common Assessments (administered twice per year in Grades 9-10) – 59% or below or • McGraw-Hill StudySync assessments – 59% or below or • Progress Learning mini-assessments (grades 9-10 only)- 59% and below		
Number of times per week interventions are provided: 3-5 times teacher-led lessons Number of minutes per intervention session: At least 15-25 minutes per intervention session Course(s) where interventions take place: Intensive Reading and/or DLA-R (Developmental Language Arts 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)
Lexia PowerUp Literacy	Strong	

Word Connections		Word Connections does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) supports the program: Providing Reading Interventions for Students in Grades 4-9 (March 2022), Recommendation 1- Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Recommendation 2- Provide purposeful fluency-building activities to help students read effortlessly. Recommendation 3- Part A: Build students' world and word knowledge so they can make sense of the text. These recommendations were built into the program as the Word Connections program is a supplemental reading program developed for students who continue to experience challenges with decoding and multisyllabic words. This program focuses on promoting automaticity with reading what they refer to as "big words." The scope and sequence help teachers guide struggling readers from decoding sounds to recognizing words. The lessons provide explicit, systematic instruction on multisyllabic word reading, morphology, affixes, decoding, encoding, and fluency. Students practice manipulating and reading words. Instruction progresses from introducing morphemes in isolation to reading them in words and connected text. The District will offer professional learning sessions for reading teachers using the Word Connections book. Small group sessions will also be available for high-need schools.
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K12 (ELD)		Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Words Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions

		for Students in Grades 4-9 (March 2022), Recommendation 1-Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008). Recommendation1-Provide explicit vocabulary instruction has strong evidence. Recommendation 4-Increase student motivation and engagement in literacy learning has strong evidence. Recommendation 5-Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists has strong evidence. These recommendations were built into the program by providing a blended learning program that is designed to help ELL students close the achievement gap particularly in areas of reading, writing, speaking, and listening. The program emphasizes foundational language skills, including phonics, vocabulary, grammar, and sentence structure. Activities focus on structure to develop basic English grammar in order to facilitate comprehension and convey thinking. In addition, this program provides opportunities for students to develop the language skills necessary to meet the grade-level expectations, including direct instruction for new vocabulary. The district will support and monitor the implementation of this program by monitoring student progress and providing small group instruction where needed. Student will take a placement test at the beginning of the year, followed by a mid-year test to identify areas where skills need reinforcement, and an end-of - year test to assess growth. Furthermore, the district will organize monthly professional development sessions for ELD ESOL teachers, facilitated by Summit K12.
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5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

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

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

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

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

Name of Professional Learning	Target Audience	Description
Spotlight Benchmarks	K-5 th grade teachers	This professional learning course is designed for Kindergarten through fifth grade teachers to deepen their understanding of the Florida B.E.S.T. “spotlight benchmarks” related to theme, central idea, and character’s perspective/narrator’s point of view. Participants will examine the vertical progression of each benchmark across grade levels to develop a clear understanding of how expectations evolve from foundational comprehension to more complex analysis. The session will focus on practical, classroom-ready instructional strategies for teaching each benchmark, including how to explicitly model thinking, support student discussion, and guide evidence-based responses to text. Teachers will engage in structured opportunities to dive deeply into each benchmark.
Collaborative Pairs	K-5 th grade teachers	Unlock the potential of peer-to-peer learning in the elementary classroom. This course provides K-5 educators with a practical toolkit for designing and implementing intentional collaborative pair structures that move the needle on student achievement. Participants will discover how to transition students from passive listeners to active collaborators, how to structure peer interactions that require students to defend their thinking, and analyze complex texts while staying focused on grade-level benchmarks.
UFLI Data Analysis	K-2 Teachers	This course is designed to support K-2 teachers from data collection to instructional action. Participants will learn to use UFLI Foundations weekly progress monitoring data to identify class-wide trends for whole-group “refining” and specific skill gaps for high-impact small-group instruction.

3 rd Grade Model Classrooms	3 rd Grade Teachers	This professional learning course is designed to support educators in establishing and sustaining high-quality, evidence-based literacy instruction within 3rd grade model classrooms. Participants will explore instructional routines, materials, and structures aligned to current literacy research and grade-level expectations, with a strong emphasis on explicit and systematic instruction in foundational skills, reading comprehension, vocabulary, and writing. Through classroom observations, collaborative learning walks, and guided reflection, participants will analyze instructional practices that effectively support diverse learners and promote consistent implementation across classrooms. The course highlights the intentional use of data to inform instruction, differentiation, and progress monitoring. Participants will also examine how classroom environments, lesson design, and instructional pacing contribute to student engagement and literacy growth.
Turning Data Into Action	Kindergarten-5 th grade teachers	K-5 th grade teachers will expand their knowledge of using data from the CORE Phonics Survey to support student growth in early literacy skills. This session will focus on how to integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and comprehension into daily instruction. The session will also focus on how to provide explicit and systematic instruction for students that exhibit characteristics of dyslexia.
Empowering Learners: Understanding Dyslexia for Effective Learning	K-5 th grade teachers	This course offers educators an in-depth exploration of dyslexia, dispelling common myths and misconceptions surrounding dyslexia while providing key insights into its characteristics and impact on learning. Participants will strengthen their understanding on how to recognize characteristics of dyslexia in students and develop practical instructional approaches to support all learners in the classroom.

Writing Instruction	K-5 grade teachers	Participants will review district writing data to identify next steps for both whole-group and small-group instruction. This analysis will be guided by the ELA B.E.S.T. standards and district/state writing rubrics. Participants will then design instruction aligned to the key components of Sedita's Writing Rope. Participants will also explore opportunities to engage students in daily written responses to text.
Elementary Coaching Academy	K-5 th grade literacy coaches	Monthly coaching academy meetings will include professional learning on the following topics: • MTSS process and data-based instructional decisions • Strengthening Tier 1 Instruction • Instructional coaching based on school data • Explicit and systematic instruction for students that exhibit characteristics of dyslexia and/or substantial reading deficiency
DIBELS	6 TH – 10 TH Reading coaches and teachers	Reading coaches and teachers will learn to effectively administer DIBELS assessments and monitor Tier 3 students' progress.
Upper Spelling Inventory (USI)	6 TH – 10 TH Reading coaches and teachers	Reading coaches and teachers will learn to effectively administer, score and analyze the Upper Spelling Inventory and monitor Tier 3 students' progress.
Core Phonics Survey	6 TH – 10 TH Reading coaches and teachers	Reading coaches and teachers will learn to effectively administer DIBELS assessments and monitor Tier 3 students' progress.
Understanding the B.E.S.T. Standards for Secondary Administrators	Secondary principals and assistant principals	This PL session will assist administrators in understanding the language of the ELA benchmarks, utilizing resources from the B.E.S.T. book, and exploring concepts for implementing standards-based instruction throughout the year.
Reading Endorsement – Competencies 1-5 (FCRR)	Elementary and secondary cohorts	These competencies incorporate the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness decoding, and implanting multisensory interventions strategies. Emphasis on ongoing, systemic approach to problem solving in which participants implement and analyze assessments, select and implement appropriate instruction/ interventions based on the collected data and monitor student progress.

Secondary Coaching Academy	Secondary reading coaches	Coaches will receive PL on the following topics: AVID strategies, coaching cycles, practice profiles, B.E.S.T. standards, backward planning with the B.E.S.T standards, data analysis protocol, collecting and monitoring Tier 3 data, and collecting evidence of practice. Coaches will join the book study “The Science of Reading Every Content” to support content area teachers in literacy.
Instructional Best Practices in ELA/Reading	Secondary ELA/Reading teachers	This PL will emphasize the practice profiles along with strategies for active learning, cooperative learning, the use of graphic organizers, B.E.S.T. standards, and formative assessments.
Science of Reading	Secondary Assistant Principals of Curriculum (APCs)	APCs will receive targeted ongoing professional learning in science of reading and the practices that have a high impact on reading achievement.

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

The district provides, encourages, and advertises 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 in the following ways:

- PreK-12th grade teachers have access to FCRR in-person reading endorsement competencies offered by state-trained district facilitators.
- The UF Literacy Matrix is an option for teachers to earn a reading endorsement and is communicated district-wide when registration is open.
- All teachers and paraprofessionals also have access to and are encouraged to participate in the Literacy Micro-Credentials.
- All teachers have access to self-paced professional learning modules through Educational Impact and BEES.

Differentiated Professional Learning

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

To differentiate and intensify professional learning for teachers, coaches will model high impact practices and strategies from instructional literacy playbooks to enhance teachers’ integration of phonological 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. Coaches will utilize the coaching cycle informed by a problem of practice to engage teachers in critical reflection of teaching/learning evidenced in student work. School-based administrators will be provided with a catalog of professional learning opportunities to recommend to teachers as needed based on classroom observations/walkthroughs and progress monitoring data. Additionally, school-based administrators collaborate with district departments to coordinate support that is differentiated and targeted based on needs assessments. The district will offer a summer professional learning conference open to all staff. During this conference, the teachers will select professional learning opportunities of their

choice. Each session will be coded as foundational, advanced, or practical to differentiate based on the teacher's experience level and desired outcomes.

Mentor Teachers

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

Each school-based administrator identifies at least one mentor teacher per building based on criteria outlined by the District's Professional Learning Department. This criterion includes 5 years of teaching experience with evaluation ratings of effective or highly effective and they must have completed the new Florida State Model Clinical Educator Training. During principal and assistant principal meetings, school-based administrators will receive professional learning on building teacher capacity grounded in high impact practices supported by instructional look-fors. During principal meetings, principals will receive training on choosing mentor teachers and establishing model classrooms using a checklist of qualifications and instructional look-fors. Once established, district specialists and literacy coaches will provide ongoing, job-embedded training and support for the mentor teachers and model classrooms.

Professional Learning Time

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

Principals include common planning time in the school's master schedule for grade level/department teams to meet weekly and engage in professional learning. Support is provided to school leadership teams for creating schedules through master scheduling collaborative meetings.

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
Chapter One Tutoring	K-2 nd Grades	Provides evidence-based individualized reading practice for K-2 students at five Title I schools within the school day. The tutoring sessions will be facilitated by a trained tutor and delivered one-on-one to students. The focus of the tutoring sessions includes systematic and explicit practice in phonological awareness, phonics, and fluency.
Florida Tutoring Advantage	2 nd -3 rd Grades ELA 11 th -12 th Grades Reading	FTA selected tutoring for 2 nd -3 rd grades to be determined Khanmigo Academy for 11 th and 12 th grades
Rocket Phonics	PreK-2 nd Grades	A systematic game-based phonics program that is delivered by trained volunteers during after school programs at some Title I schools.

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.

All schools have been provided with a letter to send home to parents immediately after identifying students as having a substantial deficiency in reading. This letter outlines the specific area of reading deficiency and current student data. It also provides information on mandatory third grade retention, access to the New Worlds Reading initiative, and parent resources from the state and district read-at-home plans. Additionally, schools have been provided with a monthly progress update letter to utilize for consistent parent communication.

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).

To support language and literacy at home, the district has developed a Read-at-Home Plan. The purpose is to provide parents with guidance and resources needed to help ensure their child is successful in school. This plan includes reading and multi-sensory strategies that can be implemented at home as part of a daily routine to support the school to home literacy connection and make a positive impact on a child's success in school. Soar in 4, the Suncoast Campaign for Grade Level Reading, Manatee County Public Libraries, and the United Way partner with the district to increase literacy support for students and families. Teachers partner with school media specialists to provide books for students and families to check out. Schools conduct family literacy nights to promote school-home connections. A link to Just Read Florida's Read-At-Home resources will be shared in the Tier 3 substantial reading deficiency letter that will be given to parents when indicating there is a need for Tier 3 interventions. The district created Read at Home Plan and link to state resources will also be posted on the district website, individual school websites and posted on the Schoology platform. Both the state and district plans will be provided by schools via a paper copy to families who are unable to access the plans digitally and also provided in Spanish as needed. The Read-At-Home plans will be communicated to principals at the summer leadership conference. The ESOL and Migrant Departments support families who may lack literacy in their home language through outreach programs, supporting schools with literacy nights, and providing translation services as needed. The district will also partner with the New World's Reading Initiative.

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.

Principals receive data on teacher performance through Perform (district teacher evaluation system) and via reports generated by our Assessment and Research Department. When revising teacher assignments annually, school leaders use this data to inform their decision-making. When hiring new teacher candidates, administrators utilize a rigorous interview process that includes questions about early literacy skills and the science of reading. The district provides a comprehensive teacher mentorship program to support newly hired teachers. The district continually invests in on-going professional learning and development for kindergarten through 2nd grade teachers. In addition, every elementary school will have an allocation for a literacy coach for the 26-27 school year. Coaching support for teachers in K-2 will be part of the focus of support for the coaches.

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

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: 	Date: 7/29/26