

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Paige McMahon	mcmahop@martinschools.org	772-219-1200 ext. 30182
Data Element	Valerie Cooper	cooperv@martinschools.org	772-219-1200 ext. 30267
Third Grade Promotion	Daniel Moore	moored@martinschools.org	772-219-1200 ext. 30269
Multi-Tiered System of Supports	Dr. Megan Hatfield	hatfiem@martinschools.org	772-219-1200 ext. 30160

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	\$343,000	7
Intervention teachers	\$0	0
Scientifically researched and evidence-based supplemental instructional materials	\$58,000	
Third grade summer reading camps	\$100,000	
Summer reading camps	\$0	
Secondary Expenses		
Literacy coaches	\$243,000	
Intervention teachers	\$0	
Scientifically researched and evidence-based supplemental instructional materials	\$12,000	
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	\$0	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	\$0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	\$0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$0	
Tutoring programs to accelerate literacy learning	\$0	
Family engagement activities	\$0	
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$756,000	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	6%	5%	94%	95%

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

The district will improve literacy outcomes for VPK students through the continued implementation of evidence-based instructional practices, ongoing data analysis, and targeted professional learning. Current program data indicate that only 6% of students scored in the Urgent Intervention range, while 94% of students performed at or above benchmark expectations, demonstrating significant gains resulting from the instructional systems and supports implemented during the 2025-2026 school year.

To sustain and build upon these outcomes, the district will continue classroom walkthroughs and instructional feedback cycles conducted by the Pre-K administrative team, collaborative professional learning opportunities with the Early Learning Coalition, and lesson study through Principals' Classroom utilizing Teachstone resources and videos. Teachers will participate in data chats following each progress monitoring window to analyze student performance, make data-driven instructional decisions, and plan targeted small-group instruction and interventions.

The district will continue implementation of the Heggerty curriculum to strengthen phonological and phonemic awareness skills and will implement the Ready to Advance curriculum with targeted professional learning focused on aligning instruction to the Florida Early Learning and Developmental Standards.

Additionally, Professional Learning Communities (PLCs) will be conducted prior to each instructional unit to support collaborative planning, instructional consistency, remediation for students requiring additional support, and enrichment opportunities for students demonstrating advanced skills.

The district will also continue collaborative planning and coaching with Early Learning Coalition coaches and Pre-K program resource teachers to align instructional practices with CLASS expectations and student outcomes. Coaching cycles will be individualized based on classroom data and teacher goals, with targeted support focused on strengthening CLASS domains, improving instructional interactions, and increasing the effective implementation of literacy-rich instructional practices. Through this strategic, data-driven approach, the district remains committed to strengthening early literacy outcomes, increasing kindergarten readiness, and ensuring that all VPK students develop the foundational literacy skills necessary for future academic success.

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	15%	10%	62%	67%
1	23%	18%	63%	68%
2	26%	21%	55%	60%
3	21%	16%	59%	64%
4	20%	15%	57%	62%
5	18%	13%	61%	66%
6	17%	12%	59%	64%
7	16%	11%	62%	67%
8	22%	17%	57%	62%
9	22%	17%	54%	59%
10	14%	9%	61%	66%

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	K-5 FAST-STAR and FAST ELA Reading, 3x/yr; K-5 Benchmark Advance Unit Assessments, every 3 wks.; IXL Diagnostic, monthly; monthly district learning walkthrough data	K-5 FAST-STAR and FAST ELA Reading, 3x/yr; IXL Diagnostic, monthly; K-5 Benchmark Advance Unit Assessments (every 3 wks) and, possibly, Benchmark Advance weekly assessments (not required at all school sites); Lexia's Core5 diagnostic, ongoing; DIBELS (K-2), easyCBM, and school level walkthrough data collected weekly.
Actions for continuous support and improvement	Depending on what the data says, support may be given via district-wide mini professional development via flyer or a district-wide professional development early release or full-day. School-based/individual teacher support may warrant a district instructional coach or literacy coach working with a grade-level team and/or teacher during Professional Learning Communities (PLCs). Participation in the University of Florida's UFLI Pilot Implementation Program. Direct and ongoing support from UF staff for foundational skill acquisition.	Each school's grade-level PLCs meet weekly and the Multi - Tiered System of Support (MTSS) team meets monthly to problem solve based on the data. Support may be given via a school-based literacy coach or a district Instructional coach may be deployed based on need.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Grade 6-8 FAST ELA Reading, 3x/yr; StudySync Unit Assessments, quarterly; IXL Diagnostic, monthly; monthly district learning walkthrough data	Grade 6-8 FAST ELA Reading, 3x/yr; StudySync Unit Assessments, quarterly; StudySync formative assessments, ongoing; IXL Diagnostic, monthly; Lexia's PowerUp diagnostic, ongoing; school-level walkthrough data collected weekly.
Actions for continuous support and improvement	Depending on what the data says, support may be given via district-wide mini professional development via flyer or a district-wide professional development early release or full-day. School-based/individual teacher support may warrant a district instructional coach or literacy coach	Each school's grade-level PLCs meet weekly and the Multi - Tiered System of Support (MTSS) team meets monthly to solve problems based on the data. Support may be given via a school-based literacy coach or a district Instructional coach

	working with a grade-level team and/or teacher during Professional Learning Communities (PLCs).	may be deployed based on need.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Grade 9-12 FAST ELA Reading, 3x/yr; StudySync Unit Assessments, quarterly; IXL Diagnostic, monthly; monthly district learning walkthrough data	Grade 9-12 FAST ELA Reading, 3x/yr; StudySync Unit Assessments, quarterly; IXL Diagnostic, monthly; Grade 9-10 Lexia's PowerUp diagnostic, ongoing; school-level walkthrough data collected weekly
Actions for continuous support and improvement	Depending on what the data says, support may be given via district-wide mini professional development via flyer or a district-wide professional development early release or full-day. School-based/individual teacher support may warrant a district instructional coach or literacy coach working with a grade-level team and/or teacher during Professional Learning Communities (PLCs).	Each school's grade-level PLCs meet weekly and the Multi - Tiered System of Support (MTSS) team meets monthly to solve problems based on the data. Support may be given via a school-based literacy coach or a district Instructional coach may be deployed based on need.

2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

The District CERP Reflection Tool and root-cause analysis of student performance data identified Standards, Curriculum, Instruction, and Intervention as the district's highest-priority area for improvement, followed by Literacy Leadership. The analysis indicated that continued variability in instructional implementation, use of progress-monitoring data, intervention placement, and administrator capacity contributed to inconsistent literacy outcomes across schools.

In response, the CERP has been revised to provide clearer expectations for implementing and monitoring standards-aligned, evidence-based literacy instruction and intervention. The revisions strengthen guidance for using multiple data sources to evaluate the effectiveness of Tier 1 instruction, identify students requiring additional support, place students appropriately in Tier 2 and Tier 3 interventions, and adjust interventions when students are not demonstrating adequate progress. The district will also increase fidelity monitoring through instructional walkthroughs, progress-monitoring reviews, and collaboration among administrators, literacy coaches, PLCs, and MTSS teams.

The revised plan further emphasizes administrator and teacher capacity-building in scientifically based reading research and evidence-based practices. School leaders will receive monthly professional learning focused on the science of reading, effective instructional practices, data analysis, and intervention fidelity. Learning will incorporate resources from the Just Read, Florida! Summer Institutes and effective practices identified through district instructional walkthroughs. The district will continue promoting the Lastinger literacy micro-credentials and the FDLRS Exploring Structured Literacy course.

These revisions are intended to create greater consistency across schools, strengthen the connection between assessment results and instructional decisions, and ensure that students receive explicit, systematic, data-driven instruction and increasingly intensive support based on demonstrated need.

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

Principals utilize a walkthrough tool which collects data showing daily walks and cumulative walks by the principal and assistant principals. Administrators evaluate the “look-fors” to determine areas of need and items which need further action. Assistance is deployed by the district based on needs determined by the administrator.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Principals are able to pull data directly from the FAST portal, the English Language Arts vendors’ platforms or Focus; however, Martin County utilizes Performance Matters which allows a deeper dive into schoolwide data. Data can be disaggregated by grade level, teacher or individual student. After examining students’ Access for ELLs data, the “WIDA Can Do Descriptors” are also used as a guide to help plan instruction to support students who speak another language. Ellevation is available to track ELL students’ data. School principals have a variety of ways to display this data in order to monitor it. As more assessment data is pulled into Performance Matters, administrators can track across assessments at a school site in order to see improvement or areas of growth. Principals have access to UFLI’s weekly progress monitoring data through the Project Read platform. This data allows them to make weekly adjustments to additional foundational skill group instruction.

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

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

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

☐Yes

☒No

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

Martin County School District uses the Jim Knight Instructional Coaching Model: A Partnership Approach to Improving Instruction. Jim Knight’s model is research-based and emphasizes a job-embedded approach. Coaches provide the assistance and encouragement necessary to implement new programs that improve student learning.

- Coaches are required to take the Corwin course by Jim Knight which explains the essential skills that instructional coaches need, including getting teachers on board, providing model lessons, observing teachers, and engaging in reflective conversations. Resources on the coaching cycle are provided. The course shows coaches how to have learning conversations, build emotional connections, observe, model, collaborate, listen, and facilitate reflection with adult learners.

The coaching cycle has the coach and teacher collaborating to identify a measurable, student-focused PEERS goal¹ in the area of content planning, formative assessment, instruction, or community building/behavior. Data collected helps to determine the effectiveness of the practice in reaching the intended goal.

1 PEERS Goal: **P**owerful (Is it worth doing?); **E**asy (Is it doable?); **E**motionally Compelling (Is the teacher invested in it?); **R**eachable (Is it measurable? Is the specific strategy identified?); **S**tudent-focused (Is it measurable in terms of student impact?)

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

Although the Just Read, Florida! Coaching Model is not used, the expectations for coaches are similar to those of an instructional coach in the Jim Knight Coaching Model. Those expectations are shared with principals at the start of each school year.

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

Bi-monthly meetings are established to provide opportunities for collaboration, updates, and professional development. The K-5 ELA Program Specialist mentors elementary coaches and provides on-site support throughout the year.

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?

At the bi-monthly meetings and weekly visits at the schools with the most need, the K-5 ELA Program Specialist and/or Director of Curriculum & Instruction, in collaboration with the Director of Assessment/Accountability, engage in data analysis with coaches so that they are able to model the practice with their teachers. Mentor coaching is also provided as well as ongoing professional development whether in-district or in attendance at professional learning provided by the State Regional Literacy Director (SRLD) or professional organizations such as Just Read, FL!, Bureau of School Improvement, or the Florida Literacy Association.

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

District-based coaches, paid out of the reading plan, are required to submit a Google Coaching Form which documents time in specific categories to monitor the proportionate share of time given across any given week/month. Elementary coaches' predominance of time is to be spent with K-3 teachers. The form is able to capture data reflecting the coach model.

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

In Martin County, school-based literacy coaches are on a teacher contract. Effectiveness is measured by observations and walkthroughs using the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model. This, coupled with the student performance data from the site, determines whether the coach is highly effective or effective.

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?

Adopted curricular materials for K-5 reading (*Benchmark Advance & UFLI*), 6-12 English Language Arts (*StudySync*, and Secondary Intensive Reading (*Lexia's PowerUp*) have incorporated the six components of reading into the core instruction. There are built-in screeners, formative assessments, progress monitoring and summative assessments that can be used as common tools to evaluate district-wide progress. In addition, the state's screening and progress monitoring is helpful in grounding all of Florida's students in common assessment data. This data will also assist the Multi-Tiered System of Support Problem Solving Team to analyze any gaps that may occur in student achievement at their school and in individual classes. Core instruction is designed to not only provide print-rich explicit, systematic, scaffolded and differentiated instruction, but it also provides support for students who are English Language Learners or students with exceptionalities. The materials are intended to build background and content knowledge while aligning to all the foundational, reading, communication, and vocabulary B.E.S.T. standards. The principles of Universal Design for Learning are incorporated into the core materials; assistive technologies such as read aloud features, adjustment to the speed of read aloud, ability to change font size, scaffolded texts, etc. are built into the digital materials. When students are not mastering grade level standards, additional problem-solving may need to occur to target the area(s) in need of intervention. Additional small group teacher-led instruction occurs, offering students opportunities to practice the targeted skills and to receive feedback. This Tier 2 instruction is in addition to the core reading instruction.

If immediate intervention is not closing the gaps and/or the student is in need of immediate intensive intervention, this is much more targeted; perhaps one-on-one intervention that will take place with a reading endorsed or reading certified teacher. This Tier 3 intervention is designed for those students substantially deficient in reading and is meant to provide individualized instruction based on student need. This instruction occurs in addition to core and Tier 2 interventions.

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.

Martin County School District's Pre-K programs provide a comprehensive, standards-based instructional program designed to meet the diverse needs of all learners across Voluntary Prekindergarten (VPK), Head Start, Exceptional Student Education (ESE), Title I VPK, and inclusion classrooms.

Instruction is aligned to the Florida Early Learning and Developmental Standards (FELDS) and utilizes a continuous improvement model grounded in assessment, intentional planning, differentiated instruction, and ongoing progress monitoring.

Students participate in universal screening using Renaissance STAR Early Literacy during the beginning, middle, and end of the year. Teachers use assessment data to identify students' strengths and areas for growth, create differentiated small-group instruction, and monitor progress throughout the year. Additional formative assessments, classroom observations, developmental screenings, and teacher anecdotal records are used to inform instruction and ensure students receive timely support.

Beginning in the 2026-2027 school year, all Pre-K classrooms will implement Ready to Advance as the district's core literacy curriculum. This curriculum provides explicit, systematic instruction in oral language, phonological awareness, phonics, vocabulary, comprehension, writing, and foundational literacy skills while supporting differentiated instruction for students performing at varying levels.

Daily instruction also includes Heggerty Phonemic Awareness lessons to provide explicit instruction in phonological awareness skills. Teachers incorporate interactive read-alouds, language-rich classroom conversations, purposeful play, small-group instruction, and embedded opportunities for oral language development throughout the instructional day.

Students with disabilities receive services through inclusive classroom environments whenever appropriate. ESE teachers, speech-language pathologists, occupational therapists, physical therapists, school psychologists, and other specialists collaborate with classroom teachers to implement Individualized Education Programs (IEPs) and provide accommodations, modifications, and specialized instruction based on each student's needs.

Instructional quality is supported through ongoing professional learning, coaching, Professional Learning Communities (PLCs), classroom walkthroughs, and CLASS-based instructional feedback. Teachers receive job-embedded coaching from Pre-K resource teachers, Pre-K admin team, and Early Learning Coalition instructional coaches to strengthen implementation of evidence-based literacy practices and maximize student outcomes.

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

Martin County School District utilizes high-quality, evidence-based instructional materials aligned to the Florida Early Learning and Developmental Standards (FELDS).

Core instructional materials include:

- Ready to Advance (district-adopted comprehensive early literacy curriculum beginning 2026-2027)
- Heggerty Phonemic Awareness for daily explicit phonological awareness instruction
- High-quality children's literature and interactive read-aloud resources
- Teacher-created standards-based learning centers and small-group instructional materials aligned to Ready to Advance
- Developmentally appropriate literacy, language, math, science, and social-emotional learning materials
- Renaissance STAR Early Literacy for universal screening and progress monitoring
- Conscious Discipline resources to support self-regulation and positive classroom climate
- CLASS instructional practices that promote language modeling, concept development, quality feedback, and instructional support

Instructional materials are used within developmentally appropriate learning environments that integrate explicit instruction, purposeful play, hands-on learning, collaborative activities, and differentiated small-group instruction to meet the needs of all learners.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

Students identified through STAR Early Literacy (after PM2) screening as having a substantial deficiency in early literacy/math receive targeted, data-driven interventions designed to accelerate literacy development.

Interventions include:

- Additional small groups and individualized instruction focused on identified literacy/math skill deficits.
- Daily explicit phonological awareness instruction using Heggerty.
- Targeted instruction in small groups using Ready to Advance intervention resources and teacher-developed activities aligned to the Florida Early Learning and Developmental Standards.
- Increased opportunities for oral language development, vocabulary instruction, interactive read-alouds, and language-rich conversations.
- Frequent progress monitoring through STAR Early Literacy and classroom-based formative assessments to evaluate student growth and adjust instruction as needed.
- Instructional support from Pre-K Program resource teachers, administrators, and Early Learning Coalition literacy coaches who collaborate with classroom teachers to analyze student data and refine instructional strategies.
- Collaboration with families through regular communication, home literacy activities, monthly family events, and strategies that reinforce foundational reading skills outside of school.
- Our program completes screeners to problem-solve deficiencies and, depending on outcomes, makes a referral to the school's school-based ESE teams when appropriate to determine whether additional interventions or evaluations are warranted.

Instructional teams meet regularly to review student data, monitor intervention effectiveness, and ensure every student receives timely, evidence-based support to promote kindergarten readiness and successful early literacy outcomes.

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

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

The Decision Trees must contain the following information:

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

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

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

(A) ...an activity, strategy or intervention that –

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Select Students			
<i>CBM</i>	☐ 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
<i>Lexia Core 5 Diagnostic/Placement Test</i>	☐ 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
<i>DIBELS</i>	☐ 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
<i>IXL Snapshot Assessments</i>	☐ 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.

Once students have begun taking beginning-of-the-year assessments, the K-5 Decision Tree assists in outlining criteria to be used in the identification process. The Multi-tiered System of Support (MTSS) team problem-solves to make decisions for placement in a Tier 2/Tier 3. If a student meets the criteria for substantial reading deficiency, then Tier 3 interventions are designated, and the students are assigned to a teacher who is reading endorsed or reading certified. If a student was not faded from receiving interventions in the prior year, the MTSS team would have already scheduled interventions prior to the start of school.

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

How a student was promoted to grade 4 factors into the interventions that are provided. For instance, if the student was a third grader promoted with a good cause, he/she shall be provided intensive reading instruction. A grade 4-5 student who was previously receiving interventions and had not been faded the prior year would already be scheduled into an intervention prior to the start of school. Once students have begun taking beginning-of-the-year assessments, the K-5 Decision Tree assists in outlining criteria to be used in the identification process. The Multi-tiered System of Support (MTSS) team problem-solves to make decisions for placement in a Tier 2/Tier 3. If a student meets the criteria for substantial reading deficiency, then Tier 3 interventions are designated, and the students are assigned to a teacher who is reading endorsed or reading certified. Grade 4-5 students deemed substantially reading deficient, as outlined in the Decision Tree, are also recommended for Tier 3 interventions.

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

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

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

The district identifies students in grades K–3 with characteristics of dyslexia through a structured, data-driven multi-tiered system of supports (MTSS) process. First, all K–3 students participate in universal literacy screening at least three times per year using approved tools (e.g., STAR, FAST, DIBELS, easyCBM). These screeners assess critical early reading skills such as phonological awareness, letter-sound correspondence, rapid naming, decoding, and oral reading fluency, which are foundational to dyslexia risk identification. School-based MTSS/Data Teams review screening results to flag students performing below benchmark expectations in two or more dyslexia-related areas. These students are then placed on a progress-monitoring plan using weekly or biweekly curriculum-based measures to track growth.

If sufficient progress is not observed after 6–8 weeks of progress monitoring, students are referred for diagnostic assessment targeting phonological processing, word reading, spelling, and rapid naming. Diagnostic data are used to determine whether a student exhibits persistent and significant deficits consistent with characteristics of dyslexia. Parents are informed of results and next steps at each stage of the process.

Once a student is identified as having characteristics of dyslexia, the district is required to provide Tier 3 intensive intervention. Tier 3 interventions are evidence-based, explicit, systematic, and structured (e.g., UFLI, Sound Sensible, and SPIRE). They focus on phonological awareness, phonics, encoding/decoding, and fluency, and are delivered daily in small-group or one-on-one settings for 45–60 minutes. Student progress is monitored weekly, with MTSS/Data Teams reviewing progress every 6–8 weeks to determine whether adjustments are needed. Throughout the process, all steps are documented and parents are kept informed **in writing at least monthly** of interventions, progress, and next steps to ensure transparency and continuity of support.

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

Our ESE department purchased the Tests of Dyslexia (TOD), and they utilize it to screen students. It is very comprehensive. Our Program Specialist and school psychologists utilize TOD prior to the initial psycho-ed evaluation. They also use KTEA-3 and/or WIAT-4 Dyslexia Index to screen students in our schools for reading disorders to help the MTSS team with Tier 3 interventions.

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

Tier 1 instruction is monitored through data chats, PLCs, classroom walkthroughs, DIBELS Assessments, and *Benchmark Weekly* and Unit Assessments.

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

Monthly progress monitoring will evaluate whether Tier 2 interventions are having the desired effect; oversight by the school's full-time Program Intervention Prevention Specialist and the MTSS problem-solving team will also aid in monitoring.

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

Weekly to bimonthly progress monitoring will evaluate whether Tier 3 interventions are having the desired effect; oversight by the school's full-time Program Intervention Prevention Specialist and the MTSS problem-solving team will also aid in monitoring.

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: • Previous year's Spring FAST indicates a level 3 or above. If data is not available, Fall of the current year's FAST data will be used. • If the student has not been retained, is not in the MTSS process, and K-2: • FAST/STAR Level 3 or higher and/or • DIBELS: blue or green risk level 3-5: • FAST ELA Reading: Level 3 or higher K-5 students meet the following criteria throughout the year: <i>Benchmark Advance Florida</i> Unit Assessments: 60% or above
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. • Students maintain 60% or above on the <i>Benchmark Advance</i> Unit Assessments. • Students maintain Level 3 or higher on FAST-STAR or Level 3 or higher on FAST ELA Reading.

K-2 students maintain DIBELS blue or green risk levels.		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
UFLI Foundations (K-2)		2025-26 SY
Benchmark Advance Florida 2026		2026-27 SY
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - Students are deficient (40-59%) on the <i>Benchmark Advance</i> Unit Assessments, - Students are in the yellow risk level range on DIBELS, - Students are below Level 3 on their FAST-STAR or earn a Level 2 or lower on FAST ELA Reading, and/or - Students are below grade level on their IXL snapshots.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include retention at a previous grade level, previous placement in the MTSS process, progress in core ELA/Reading is minimal, and/or student is being considered for retention in the current school year due to a deficiency in reading, and: K-2: - FAST-STAR: Level 2 and/or - DIBELS: yellow risk level 3-5: - FAST ELA Reading: Level 2 K-5 students meet the following criteria throughout the year: <i>Benchmark Advance Florida</i> Unit Assessments: 40-59% Teacher recommendations and classroom observations may also factor into the problem-solving process.		
Number of times per week interventions are provided: 2-5 days/week (or as directed by the intervention design) Number of minutes per intervention session: 15-30 minutes (or as directed by the intervention design)		
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)
<i>Story Champs</i>		Story Champs by Language Dynamics Group does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice

		Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, has Rationale Evidence. This recommendation was built into the program by using structured storytelling routines that explicitly teach students how to understand and produce narrative and inferential language. Through guided oral retellings and story generation activities, students practice organizing ideas with key story elements (characters, setting, problem, events, resolution) and using temporal and causal connectors to build coherence. The program also emphasizes inferential language by prompting students to explain motives, make predictions, and discuss cause-and-effect within stories. School sites and district personnel will support and monitor the implementation of this program bi-weekly to monthly through the district's Multi-Tiered Systems of Support/MTSS data analysis of progress monitoring probes. Coaches and school site administrators will utilize Fidelity Walk-Through Forms to monitor evidence of implementation integrity. Schools will also receive ongoing professional learning throughout the year. Part of this professional learning includes a district folder where resources will be housed that are acc
<i>UFLI Foundations</i>	State approved list for K-3 ELA Interventions	
<i>Lexia Core 5</i>	<i>Moderate</i>	
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)
<i>Strategic Instruction Model (SIM) Strategies</i>	<i>Strong</i>	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Imagine Learning Language & Literacy</i>	<i>Promising</i>	

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

For K–3 students who demonstrate a substantial deficiency in reading or exhibit characteristics of dyslexia, UFLI Foundations provides a systematic and multisensory intervention approach that engages visual, auditory, and kinesthetic learning pathways. Each lesson follows an eight-step routine that incorporates a Visual Drill (students see graphemes and quickly connect them to sounds), an Auditory Drill (students hear phonemes and produce the matching graphemes), a Blending Drill (combining sounds to read words using auditory and articulatory channels), and hands-on word work through tools like Word Work Mats, Blending Boards, and decodable text passages. These components allow students to practice foundational skills in a structured, repetitive way that strengthens neural pathways critical for reading.

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

Tier 3 interventions are initiated when a student’s performance and growth trajectory on curriculum-based measures demonstrate that Tier 2 supports are not intensive enough to close the gap. Specifically, students whose scores remain significantly below benchmark expectations (typically at or below the 10th–20th percentile) and whose rate of improvement during 6–8 weeks of Tier 2 intervention fails to accelerate toward grade-level expectations are considered non-responsive to Tier 2. Progress-monitoring data showing flat or minimal growth, a widening gap compared to peers, or a trend line that remains consistently below the target aim line signal inadequate response. In these cases, the MTSS/Data Team determines the student requires a higher level of intensity, individualization, and duration of instruction—prompting placement into Tier 3 intensive interventions.

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

Beginning of Year Data

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

Students in any grade level K-3 who score Level 1 on PM3 and/or were retained in a previous grade level will receive Tier 3 intervention in addition to Tier 2 intervention.

Note: The student must be identified as in need of Tier 3 interventions and/or the K-3 student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension); and:

K-2:

- FAST-STAR PM1/PM2/PM3: Level 1 or is unable to complete the practice items on the coordinated screening and progress monitoring system
 - VPK=
 - K=Level 1 on the designated grade-level assessment at the beginning, middle or end of the year test administration
 - Grades 1 and 2=Level 1 for the specified test administration
- and/or
- DIBELS: Red risk level

Grade 3:

- FAST ELA Reading: Below the 20th percentile at the beginning or middle of the year test administration and see note above or
- Level 1 on the end of the year statewide, standardized English Language Arts (ELA) assessment

Grade 4-5:

- FAST PM1/PM2/PM3 ELA Reading: Level 1

Grade K-5 students meet the following criteria throughout the year: <i>Benchmark Advance Florida Unit Assessments: 0-39%.</i>		
Number of times per week interventions are provided: 5 days/week (or as directed by the intervention design) Number of minutes per intervention session: 30-45 minutes (or as directed by the intervention design)		
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)
<i>UFLI Foundations, (K-3)</i>	State approved list for K-3 ELA interventions	
<i>Lexia Core5-Teacher Led Small Group Lessons will be utilized</i>	<i>Moderate</i>	
<i>Story Champs</i>		Story Champs by Language Dynamics Group does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, has Rationale Evidence. This recommendation was built into the program by using structured storytelling routines that explicitly teach students how to understand and produce narrative and inferential language. Through guided oral retellings and story generation activities, students practice organizing ideas with key story elements (characters, setting, problem, events, resolution) and using temporal and causal connectors to build coherence. The program also emphasizes inferential language by prompting students to explain motives, make predictions, and discuss cause-and-effect within stories. School sites and district personnel will support and monitor the implementation of this program bi-weekly to monthly through the district's Multi-Tiered Systems of Support/MTSS data analysis of progress monitoring probes. Coaches and school site administrators will utilize Fidelity Walk-

		Through Forms to monitor evidence of implementation integrity. Schools will also receive ongoing professional learning throughout the year. Part of this professional learning includes a district folder where resources will be housed that are accessible to all teachers.
<i>Benchmark Advance Florida Interventions</i>		Benchmark Advance 2026 by Benchmark Education does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade. Recommendations 1: Teach students how to use reading comprehension strategies, Promising Evidence. This recommendation was built into the program by teaching reading strategies through explicit instruction, modeling, and guided practice embedded in daily lessons. Teachers introduce strategies such as predicting, questioning, summarizing, visualizing, and making connections within authentic, grade-level texts. Using a gradual release approach (<i>I Do, We Do, You Do</i>), students first observe strategies in action, then practice them with support, and finally apply them independently. Close reading routines scaffolded small-group lessons, and leveled texts provide multiple opportunities for students to use strategies in context, while reflection activities build metacognitive awareness of how strategies support c The district will support and monitor implementation of this program weekly to monthly through weekly and unit assessment data. Coaches and school site administrators will utilize walk through data to monitor evidence of implementation integrity. Schools will also receive ongoing professional learning throughout the year. Part of this professional learning includes Professional Learning Communities and a district folder where data and resources are housed for all teachers. comprehension.
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)

EPS' <i>Sounds Sensible</i> (taught by an ESE certified teacher)		SPIRE Foundations: Sound Sensible by EPS Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendations 2 and 3: Develop awareness of the segments of sounds in speech and how they link to letters and teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by building foundational literacy by developing students' awareness of speech sounds and linking them to letters through explicit, multisensory instruction. Students practice segmenting, blending, and manipulating sounds, then apply this knowledge to decode and spell words. The program also teaches them to analyze word parts, such as onsets, rimes, and affixes, while reinforcing skills through writing and recognition activities. This systematic approach helps students move from sound awareness to fluent word reading and writing. The district will monitor the implementation of this program through monthly data collection and analysis by school and district administrators. Schools will also conduct fidelity observations with checklists, tracking lesson pacing, and using regular progress monitoring assessments to measure student growth in phonological awareness and decoding. Ongoing teacher collaboration in PLCs and feedback from coaches help ensure consistent delivery and effective support for students.
EPS' <i>S.P.I.R.E.</i> (taught by an ESE certified teacher)	State approved list for K-3 interventions	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Imagine Learning Language and Literacy-Teacher Led Small Group Lessons will be utilized</i>	<i>Promising</i>	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.		

UFLI supports multisensory intervention by engaging students in seeing, hearing, saying, and manipulating sounds and letters through strategies such as sky writing, finger tracing, magnetic letter manipulation, sound wall activities, choral responding, hand motions, whiteboard practice, and dictation routines. These multisensory practices strengthen the connection between phonemes and graphemes, helping students develop foundational reading and spelling skills.

Lexia Core5 supports multisensory intervention for K–3 students with reading deficits by seamlessly blending multimodal online instruction—where students hear, see, and interact with foundational reading elements—with targeted, teacher-delivered Lexia Lessons that reinforce those skills through visual aids, oral practice, writing, and collaboration. These in-person lessons are complemented by offline, manipulative-rich resources—including Lexia Skill Builders and Connections—that students can physically manipulate to deepen their understanding and retention. Together, these components ensure a structured, systematic, and richly multisensory learning experience tailored to meet the needs of struggling and dyslexia-affected readers.

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: June 2-June 30, Monday-Friday 7:30-8:00: Arrival and Breakfast (provided for all) 8:00-8:45: UFLI (if needed) 8:45-9:15: Read Like Us Fluency Protocol 9:15-9:30: Read Aloud 9:30-9:45: Recess 9:45-11:45: Benchmark Advance Unit 9: Spending Time and Money 11:45-12:15: Lunch (provided for all) 12:15-1:00: Additional small group/independent time based on student need 1:00: Dismissal
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Third grade Summer Reading Camp teachers are using a combination of resources based on students' needs including content from the Benchmark Advance's Unit 9: Economics of the adopted core curriculum, which was intentionally saved for use in summer learning. The resources for differentiated instruction and intervention provided through Benchmark will also be available for the teacher. Teachers can use the weekly assessments for progress monitoring of the B.E.S.T. standards and the end-of-unit assessment will be used to gauge student knowledge of B.E.S.T. standards taught within that unit. Interventions are done with explicit teacher instruction and with multisensory components.
Alternative Assessment Used:

SAT 10
Additional Information (optional): N/A

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?
Diagnostic/ Placement Assessment—Lexia's <i>PowerUp</i> Program	☒ 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
easyCBM	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
		☒ Comprehension		☐ As Needed ☐ Other
IXL Snapshot 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

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

Students' prior years' data on state assessments is examined along with English Language Arts formative and summative assessment data to determine need for a Tier 2 or 3 intervention in reading. Additional diagnostic data is also examined, when available. For instance, easyCBM, DIBELS, or PSAT data could be evaluated by the MTSS problem-solving team.

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?

Tier 1 instruction is monitored through data chats, PLCs, classroom walkthroughs, formative and summative assessments.

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

Monthly progress monitoring will evaluate whether Tier 2 interventions are having the desired effect; oversight by a District Program Intervention Prevention Specialist and the MTSS problem-solving school-based team will also aid in monitoring.

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

Weekly up to bimonthly progress monitoring will evaluate whether Tier 3 interventions are having the desired effect; oversight by a District Program Intervention Prevention Specialist and the MTSS problem-solving team will also aid in monitoring.

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's Spring FAST indicates a level 3 or above. If data is not available, Fall of the current year's FAST data will be used. and/or • If the student has not been retained, is not in the MTSS process and/or

- FAST ELA Reading: Level 3 or higher and/or - IXL Diagnostic: On or above grade level	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students maintain a Level 3 or above on FAST ELA Reading.	
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	2026-2027 SY
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - Students are Level 2 or lower on FAST ELA Reading and/or - IXL snapshots are below grade level	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Indicators may include retention at a previous grade level, previous placement in the MTSS process, and/or student is being considered for retention in the current school year due to a deficiency in reading, and: - FAST ELA Reading: Level 2 and/or - IXL Snapshot is below grade level		
Number of times per week interventions are provided: 3-5 days/week (or as directed by the intervention design) Number of minutes per intervention session: 20-30 minutes (or as directed by the intervention design) Course(s) where interventions take place: Critical Thinking (6-8), AVID (6-12), or Unique Sills: Curriculum and Learning (6-8)		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
McGraw Hill's Florida studySync		McGraw Hill's <i>Florida StudySync</i> is used as a supplemental resource to provide explicit, standards-aligned instruction and targeted practice in reading comprehension, vocabulary, fluency, writing, and analysis of increasingly complex texts. Teachers select lessons and scaffolds based on students' identified skill deficits and progress-monitoring data. The district will monitor implementation and student outcomes through FAST, IXL Snapshot, curriculum-based measures, and intervention progress-monitoring data to determine the

		program's local effectiveness and inform continuation or revision of its use.
<i>IXL Language Arts</i>		IXL Language Arts by IXL Learning Company does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations 2 and 4: Provide direct and explicit comprehension strategy instruction and Increase student motivation and engagement in literacy learning, Promising Evidence. These recommendations were built into the program by breaking skills into small, focused learning targets and providing immediate, step-by-step guidance. Each skill begins with a clear explanation and interactive examples, followed by scaffolded practice that adapts in real time to student performance. As students work, IXL offers immediate corrective feedback, explanations for errors, and targeted skill recommendations, ensuring that instruction remains explicit and personalized. To build motivation and engagement, IXL incorporates elements of gamification, such as points, awards, and progress tracking, which encourage students to persist through challenges. The adaptive practice keeps learners in their "just-right" zone of difficulty, preventing frustration and promoting confidence. In addition, students can see their own growth through progress dashboards and goal-setting features, making success visible and reinforcing effort. The district will monitor the implementation of this program through monthly data collection and analysis by school and district administrators. District personnel will create quarterly incentive challenges which motivate and engage students. School sites and district personnel will support and monitor the implementation of this program bi-weekly to monthly through the district's Multi-Tiered Systems of Support/MTSS data analysis of progress monitoring probes for students participating in intervention.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		

Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Strategic Instruction Model (SIM) Strategies	Strong	
SIM: Xtreme Reading-Struggling Readers	Strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Imagine Learning Language and Literacy</i>	Promising	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Tier 3 interventions are added when a student's ongoing performance and progress-monitoring data clearly show that Tier 1 and Tier 2 supports are insufficient to close the gap and help the student meet grade-level expectations. Specifically, students who consistently score significantly below benchmark expectations (typically at or below the 10 th -20th percentile) on curriculum-based measures, do not demonstrate adequate growth, and whose progress-monitoring trend line fails to approach the expected aim line after a period of approximately 6–8 weeks of Tier 2 intervention, are considered non-responsive. These indicators - persistent low achievement, minimal rate of progress despite high-quality instruction, and a widening gap compared to peers - signal the need to intensify instruction. As a result, the MTSS/Data Team moves the student into Tier 3, where instruction becomes more individualized, explicit, and intensive in duration, frequency, and delivery.		
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: Indicators may include retention at a previous grade level, previous placement in the MTSS process and/or student is being considered for retention in the current school year due to a deficiency in reading, and: - FAST ELA Reading: Level 1, and/or - IXL Snapshot far below grade level, and/or - Students enrolled in an ACCESS ELA course		
Number of times per week interventions are provided: 5 days/week (or as directed by the intervention design) Number of minutes per intervention session: 30-45 minutes (or as directed by the intervention design) Course(s) where interventions take place: Intensive Reading, ACCESS ELA, or Unique Sills: Curriculum and Learning (6-8)		
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)
<i>Lexia's PowerUp Literacy – Teacher Led Small Group Lessons will be utilized</i>	Promising	

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)
EPS' S.P.I.R.E. (taught by an ESE certified teacher)	State approved list for K-3 intervention	
Strategic Instruction Model (SIM) Strategies (taught by an ESE certified teacher)	Strong	
SIM: Xtreme Reading-Struggling Readers (taught by an ESE certified teacher)	Strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Imagine Learning Language and Literacy – Teacher Led Small Group Lessons will be utilized</i>	Promising	

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?
Diagnostic/ Placement Assessment— Lexia's <i>PowerUp</i> Program	☒ 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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
				☐ Other
easyCBM	☒ 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
/XL Snapshot 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

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

Students' prior years' data on state assessments is examined along with English Language Arts formative and summative assessment data to determine need for a Tier 2 or 3 intervention in reading. Additional diagnostic data is also examined, when available. For instance, easyCBM, DIBELS, or PSAT data could be evaluated by the MTSS problem-solving team.

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

Tier 1 instruction is monitored through data chats, PLCs, classroom walkthroughs, formative and summative assessments.

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

Monthly progress monitoring will evaluate whether Tier 2 interventions are having the desired effect; oversight by a District Program Intervention Prevention Specialist and the MTSS problem-solving school-based team will also aid in monitoring.

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

Weekly to bimonthly progress monitoring will evaluate whether Tier 3 interventions are having the desired effect; oversight by a District Program Intervention Prevention Specialist and the MTSS problem-solving team will also aid in monitoring.

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's Spring FAST indicates a level 3 or above. And/or • If the student has not been retained, is not in the MTSS process And/or • FAST ELA Reading: Level 3 or higher on PM3 And/or • IXL Diagnostic: On or above grade level	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • Students maintain a Level 3 or above on FAST ELA Reading.	
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	2026-2027 SY
Supplemental <i>Imagine Learning Language and Literacy</i> : NES (Non-English Speaking) or LES (Limited English Speaking), along with students that have achieved an overall composite score of 1.0-2.9 on the statewide English proficiency assessment (WIDA Access for ELLs 2.0) are required to have a language acquisition program.	2012-13 SY
Supplemental <i>IXL Language Arts</i>	2024-25 SY
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Students are Level 2 or lower on FAST ELA Reading And/or • IXL snapshots are below grade level	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include retention at a previous grade level, previous placement in the MTSS process, and/or student is being considered for retention in the current school year due to a deficiency in reading, and: • FAST ELA Reading: Level 2 and/or • IXL Snapshot is below grade level	
Number of times per week interventions are provided: 3-5 days/week (or as directed by the intervention design) Number of minutes per intervention session: 20-30 minutes (or as directed by the intervention design) Course(s) where interventions take place: Research, AVID, or Unique Sills: Curriculum and Learning (9-12)	
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)
<i>IXL Language Arts</i>		IXL Language Arts by IXL Learning Company does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations 2 and 4: Provide direct and explicit comprehension strategy instruction and Increase student motivation and engagement in literacy learning, Promising Evidence. These recommendations were built into the program by breaking skills into small, focused learning targets and providing immediate, step-by-step guidance. Each skill begins with a clear explanation and interactive examples, followed by scaffolded practice that adapts in real time to student performance. As students work, IXL offers immediate corrective feedback, explanations for errors, and targeted skill recommendations, ensuring that instruction remains explicit and personalized. To build motivation and engagement, IXL incorporates elements of gamification, such as points, awards, and progress tracking, which encourage students to persist through challenges. The adaptive practice keeps learners in their “just-right” zone of difficulty, preventing frustration and promoting confidence. In addition, students can see their own growth through progress dashboards and goal-setting features, making success visible and reinforcing effort. The district will monitor the implementation of this program through monthly data collection and analysis by school and district administrators. District personnel will create quarterly incentive challenges which motivate and engage students. School sites and district personnel will support and monitor the implementation of this program bi-weekly to monthly through the district’s Multi-Tiered Systems of Support/MTSS data analysis of progress monitoring probes for students participating in intervention.

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Strategic Instruction Model (SIM) Strategies	Strong	
SIM: Xtreme Reading-Struggling Readers	Strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Imagine Learning Language and Literacy</i>	Promising	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students scoring Level 1 on FAST PM1, PM2, or PM3 ELA Reading who demonstrate persistent skill deficits through classroom performance, IXL diagnostic/progress-monitoring.		

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: No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators may include retention at a previous grade level, previous placement in the MTSS process, progress in core ELA/Reading is minimal, and/or student is being considered for retention in the current school year due to a deficiency in reading, and: - FAST PM1/PM2/PM3 ELA Reading: Level 1, - IXL Snapshot far below grade level, and/or - Students enrolled in an ACCESS ELA course		
Number of times per week interventions are provided: 5 days/week (or as directed by the intervention design) Number of minutes per intervention session: 30-45 minutes (or as directed by the intervention design) Course(s) where interventions take place: Intensive Reading, ACCESS ELA, or Unique Sills: Curriculum and Learning (9-12)		
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's PowerUp Literacy – Teacher Led Small Group Lessons will be utilized	Promising	
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)

EPS' Sounds Sensible (taught by an ESE certified teacher)		SPIRE Foundations: Sound Sensible by EPS Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendations 2 and 3: Develop awareness of the segments of sounds in speech and how they link to letters and teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by building foundational literacy by developing students' awareness of speech sounds and linking them to letters through explicit, multisensory instruction. Students practice segmenting, blending, and manipulating sounds, then apply this knowledge to decode and spell words. The program also teaches them to analyze word parts, such as onsets, rimes, and affixes, while reinforcing skills through writing and recognition activities. This systematic approach helps students move from sound awareness to fluent word reading and writing. The district will monitor the implementation of this program through monthly data collection and analysis by school and district administrators. Schools will also conduct fidelity observations with checklists, tracking lesson pacing, and using regular progress monitoring assessments to measure student growth in phonological awareness and decoding. Ongoing teacher collaboration in PLCs and feedback from coaches help ensure consistent delivery and effective support for students.
EPS' S.P.I.R.E. (taught by an ESE certified teacher)	State approved list for K-3 interventions	
Strategic Instruction Model (SIM) Strategies (taught by an ESE certified teacher)	Strong	
SIM: Xtreme Reading-Struggling Readers (taught by an ESE certified teacher)	Strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Imagine Learning Language and Literacy – Teacher Led</i>	Promising	

Small Group Lessons will be utilized		
--------------------------------------	--	--

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

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

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

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

Name of Professional Learning	Target Audience	Description
Reading Refresher (40 hours)	Instructional staff who require the course based on their certification coverage	The Reading Refresher course through Literacy Solutions was designed in response to the 2021 updates to section 1012.585(3)(f), Florida Statutes (F.S.) requiring an applicant for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of 2 college credits or the equivalent in-service points in evidence-based instruction and interventions grounded in the science of reading specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies.
Exploring Structured Literacy (40 hours)	Instructional staff who require the course based on their certification coverage	The Exploring Structured Literacy course through FDLRS was designed in response to the 2021 updates to section 1012.585(3)(f), Florida Statutes (F.S.) requiring an applicant

		for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of 2 college credits or the equivalent in-service points in evidence-based instruction and interventions grounded in the science of reading specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies.
Reading Endorsement Courses (60 hours each)	Instructional staff	Reading Endorsement courses are designed for licensed teachers seeking to enhance their knowledge and skills in reading instruction. These courses focus on research-based reading practices, integrating the six components of reading, and providing practical tools for classroom application. They include a culminating practicum where teachers demonstrate their understanding through assessments and data analysis, ultimately implementing comprehensive reading plans for all students.
University of Florida Flamingo Literacy Micro-Credential Courses: Emergent Elementary Secondary (60 hours each)	PreK-12 Staff	Created in partnership with the Florida Department of Education and the Division of Early Learning, the UF Lastinger Center for Learning's Flamingo Literacy Micro-Credentials are available at no cost to Florida early childcare and instructional personnel to create accessible and on-demand reading professional learning. This professional learning program equips instructional personnel from birth through twelfth grade with the skills to identify literacy difficulties and implement appropriate interventions. Participants learn to apply evidence-based practices and effectively utilize progress monitoring and intervention materials to enhance student literacy outcomes.
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.

Martin County School District has developed a comprehensive professional learning plan tailored to the specific needs of our Pre-Kindergarten teachers, grounded in student achievement data and informed by a thorough needs assessment. This plan is designed to support instructional personnel and certified PreK teachers funded through the Florida Education Finance Program (FEFP) in earning certifications, credentials, endorsements, or advanced degrees in scientifically researched and evidence-based reading instruction.

A key component of our professional learning strategy is the partnership with the University of Florida Lastinger Center for Learning. We provide our PreK teachers with information about the micro-credentials offered through the Lastinger Center, specifically the Emergent Literacy Micro-Credential. This program is a hybrid model that includes asynchronous online modules, instructor-supported online courses, and job-embedded practicum experiences. It is designed to build emergent literacy knowledge and skills with high-quality content, supporting language and literacy requirements for the Child Development Associate (CDA) professional portfolio, and satisfying the 40-hour reading requirement for renewal for certified Florida educators, if completed after October 21, 2024.

In addition to the micro-credential offerings, Martin County School District is committed to supporting PreK teachers in pursuing further certifications as they become available. This proactive approach ensures that educators have access to ongoing professional development opportunities that align with the latest research and best practices in reading instruction.

Through these initiatives, we aim to equip our PreK teachers with the necessary qualifications and skills to provide high-quality, evidence-based reading instruction, thereby enhancing student literacy outcomes across the district.

Differentiated Professional Learning

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

Professional learning in Martin County School District is strategically differentiated and intensified using progress monitoring data as well as Instructional Rigor Walk data to ensure that it meets the specific needs of teachers. We leverage this data to place our district instructional coaches at schools where they are most needed, allowing for targeted support tailored to the unique needs of teachers and staff.

With instructional coaches embedded on campus, they are able to differentiate professional learning by providing customized coaching and support. This approach ensures that teachers receive job-embedded, real-time feedback that directly addresses their individual growth areas. Additionally, the instructional coaches are equipped to intensify professional learning when necessary, offering more focused, hands-on support for teachers who may need additional assistance based on their progress monitoring data.

Through this data-driven, flexible coaching model, we ensure that professional learning is responsive, relevant, and continually evolving to help all teachers reach their highest potential.

Mentor Teachers

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

There is a comprehensive plan in place to develop and support high-quality mentors across our schools. Each campus receives a designated number of *MartinMentor* allocations based on teacher turnover rates and the number of new educators on staff.

To qualify as a *MartinMentor*, teachers must meet rigorous criteria: a minimum of three years of highly effective evaluations, certification as a Clinical Educator, and a recommendation from their school principal. Once selected, mentors engage in targeted professional learning focused on lesson planning, classroom observation, effective feedback, and facilitating adult learning. They also lead professional learning while actively supporting their assigned mentees.

MartinMentors play a key role in establishing model classrooms within their schools. These classrooms serve as exemplars of effective teaching practice and are used in coaching labs, where new teachers observe these classrooms through instructional rounds alongside their mentors. This hands-on structure, developed in collaboration with the Professional Learning Department, brings model classrooms to life and helps spread best practices across the district.

Professional Learning Time

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

All schools are required to provide dedicated time for professional learning communities to meet at least once per week, ensuring consistent opportunities for professional collaboration and data-driven instructional planning. In addition to professional learning community meetings, schools must offer ongoing professional learning aligned with instructional priorities.

Each school will work closely with the Professional Learning Department to design and implement a customized school-based learning plan grounded in student achievement data and aligned with their School Improvement Plan.

As part of this structure, principals also facilitate a weekly *Principal's Classroom* - a targeted professional learning session where teachers engage in focused development based on School Improvement Plan goals, student performance data, and insights gathered through Instructional Rigor Walks. This intentional approach ensures that professional learning remains relevant, responsive, and tightly aligned to each school's instructional needs.

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
N/A		

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.

Parents of students identified with a substantial reading deficiency receive a letter (Form 1085: Parent Notification of Student Deficiency in Reading). They are also provided with a read-at-home plan.

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

The District's Parent Resource Centers engage in family outreach and offer literacy activities and games that can be used at home. Many schools also reach out to local agencies to collaborate on literacy nights, especially during Celebrate Literacy Week. Under the New Worlds Reading Initiative, elementary schools have partnered to bring the gift of literacy into PreK-5 students' homes. The Martin County Education Foundation has hosted Book Bonanzas to support New Worlds sign-ups; the Education Foundation has also provided book vending machines to school sites to provide additional books the students can take home to build libraries. Martin County is a Grade-Level Reading Community which has a steering committee tasked with bringing all the community partners together on behalf of the students of Martin County. Some community partners with whom Martin County School District meets bi-monthly are United Way, Early Learning Coalition, Boys and Girls Club, Parks and Recreation, Martin County Library System, YMCA, and Children Services Council (CSC).

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

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

The district prioritizes the assignment of highly effective teachers to Kindergarten through Grade 2 classrooms to ensure students receive high-quality, foundational literacy instruction. Each year, teacher evaluation data is reviewed in collaboration with school leadership to strategically place teachers rated "Highly Effective" in K-2 classrooms, with special attention to schools and grade levels with the greatest student need.

Highly effective teachers assigned to these early grades are also prioritized for additional literacy credentials, such as reading endorsements or micro-credentials aligned with the science of reading. Literacy coaches provide ongoing support to these educators through targeted coaching cycles and professional learning to strengthen Tier 1 and Tier 2 instruction. For Tier 3 intervention, the district ensures that highly effective teachers are placed with K-2 students to accelerate reading development and close early gaps.

This approach reflects the district's commitment to maximizing instructional quality during the critical early years of literacy development by placing its most effective educators where they can have the greatest impact.

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

Mr. Michael Maine, Superintendent

Signature:

Date:

7.24.26