

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	Angela Hankins	Angela.Hankins@keysschools.com	305-293-1400 x53384
Data Element	Yanelys Ballard	Yanelys.Ballard@keyschools.com	305-293-1400 x53359
Third Grade Promotion	Angela Hankins	Angela.Hankins@keysschools.com	305-293-1400 x53384
Multi-Tiered System of Supports	Jennifer Gans	Jennifer.Gans@keysschools.com	305-293-1400 x53591
Other (Enter Responsibility)			

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	725,588.10	7
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	225,357.30	3
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	950,945.40	10

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	4% (PM3 25-26)	3.5%	73% (PM3 25-26)	75%

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

To address the 40% beginning rate in Phonological Awareness on FAST STAR Early Literacy PM3, the program will utilize Creative Curriculum for Pre-K and Finch data to identify students needing additional support and guide targeted instruction. Teachers will embed evidence-based phonological awareness activities throughout daily routines, small-group lessons, and literacy centers, focusing on skills such as rhyming, syllable segmentation, and phoneme recognition. Ongoing progress monitoring and data analysis allowed instructional teams to adjust interventions and provide differentiated support, helping students build the foundational skills necessary for future reading success. Phonological awareness is a critical first step in literacy development, as it provides the foundation for understanding that spoken language is made up of sounds that can be identified, manipulated, and connected to print.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	14	11	66	69
1	16	13	66	69
2	20	17	56	60
3	15	12	63	66
4	22	19	56	60
5	20	17	58	61
6	19	16	62	67
7	19	16	64	67
8	22	19	55	59
9	20	17	59	62
10	22	19	59	62

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST Reading data will be reviewed and analyzed at least three times per year. Focus areas will include students performing at Levels 1 and 2, underperforming subgroups, and overall growth across all performance levels. Data at both the district and school levels will be compared to evaluate the effectiveness of instruction.	Individual schools will monitor data from FAST Reading to plan targeted instruction. Quarterly data chats will occur between administration, teachers, instructional/data coaches, etc. to discuss grade level and teacher level data. Additionally, screening assessments and diagnostic tools will offer deeper insight into the specific skill deficits of struggling

		readers. This data will be reviewed to inform planning of targeted interventions. Diagnostic assessments will primarily focus on phonological awareness, phonics, fluency, and comprehension
Actions for continuous support and improvement	All elementary schools in Monroe County will receive district support through the guidance of the Literacy Coordinator and ongoing site-based literacy coaches. A district wide decision tree will also be provided and reviewed. Grounded in the principle that “the best intervention is effective instruction,” the guide outlines key components to support instructional adjustments that lead to improved student outcomes. In addition, schools will receive targeted feedback through school visits, focusing on ELA curriculum and instruction to further strengthen teaching and learning practices	Site-based literacy coaches will support administrators, teachers, and other instructional-support personnel. This support will consist of classroom visits with debriefing discussions that may include administration as well as training on curriculum/interventions/best practices, modeling lessons, and data analysis.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST Reading data will be reviewed and analyzed at least three times per year. Focus areas will include students performing at Levels 1 and 2, underperforming subgroups, and overall growth across all performance levels. Data at both the district and school levels will be compared evaluating the effectiveness of instruction.	Individual schools will monitor data from FAST Reading to plan targeted instruction. Quarterly data chats will occur between administration, teachers, instructional/data coaches, etc. to discuss grade level and teacher level data. Additionally, screening assessments and diagnostic tools will offer deeper insight into the specific skill deficits of struggling readers in Intensive Reading. This data will be reviewed to inform planning of targeted interventions. Diagnostic assessments primarily focus on phonics/morphology, fluency, and comprehension.
Actions for continuous support and improvement	All secondary schools in Monroe County will receive	Site-based literacy coaches will support administrators,

	district support through the guidance of the Literacy Coordinator and ongoing site-based literacy coaches. A district-wide decision tree will also be provided and reviewed. Grounded in the principle that “the best intervention is effective instruction,” the guide outlines key components to support instructional adjustments that lead to improved student outcomes. In addition, schools will receive targeted feedback through school visits, focusing on ELA curriculum and instruction to further strengthen teaching and learning practices.	teachers, and other instructional-support personnel. This support will consist of classroom visits with debriefing discussions that may include administration as well as training on curriculum/interventions/best practices, modeling lessons, and data analysis.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST Reading data will be reviewed and analyzed at least three times per year. Focus areas will include students performing at Levels 1 and 2, underperforming subgroups, and overall growth across all performance levels. Data at both the district and school levels will be compared evaluating the effectiveness of instruction.	Individual schools will monitor data from FAST Reading to plan targeted instruction. Quarterly data chats will occur between administration, teachers, instructional/data coaches, etc. to discuss grade level and teacher level data. Additionally, screening assessments and diagnostic tools will offer deeper insight into the specific skill deficits of struggling readers in Intensive Reading. This data will be reviewed to inform planning of targeted interventions. Diagnostic assessments primarily focus on phonics/morphology, fluency, and comprehension.
Actions for continuous support and improvement	All secondary schools in Monroe County will receive district support through the guidance of the Literacy Coordinator and ongoing site-based literacy coaches. A district-wide decision tree will also be provided and reviewed. Grounded in the principle that “the best intervention is effective instruction,” the	Site-based literacy coaches will support administrators, teachers, and other instructional-support personnel. This support will consist of classroom visits with debriefing discussions that may include administration as well as training on curriculum/interventions/best

	guide outlines key components to support instructional adjustments that lead to improved student outcomes. In addition, schools will receive targeted feedback through school visits, focusing on ELA curriculum and instruction to further strengthen teaching and learning practices	practices, modeling lessons, and data analysis.
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2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

To enhance the effectiveness of the Comprehensive Evidence-Based Reading Plan (CERP), the Monroe County School District has implemented several strategic revisions informed by the District CERP Reflection Tool and a root-cause analysis of student performance data.

Tailored Tier 1 Professional Learning:

Professional development for Tier 1 instruction will be customized to each school's unique needs, using data from student performance metrics and School Improvement Plans (SIPS). This ensures that training is relevant, targeted, and aligned with each school's instructional priorities, fostering more effective classroom practices and improved student outcomes.

- Structured Tier 3 Intervention Model:

For students requiring intensive support, the district recommends implementing a structured, daily small-group reading intervention model. This model emphasizes:

- o Explicit, systematic instruction in foundational literacy skills.

- Frequent progress monitoring to assess growth and adjust instruction.
- Data-driven decision-making to ensure interventions are responsive and effective.

These revisions reflect the district's commitment to evidence-based practices, data-informed planning, and equity in literacy instruction for all students.

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

School principals, in collaboration with site-based literacy leadership teams, are responsible for supporting and monitoring the implementation of the district's Comprehensive Evidence-Based Reading Plan (CERP). The monitoring process is designed to be responsive to each school's context and instructional priorities. Monitoring practices may include:

- Monthly classroom walkthroughs focused on literacy instruction.
- Review of student performance data and instructional trends.
- Collaboration with literacy coaches and instructional staff to support implementation.
- Participation in school-level planning and reflection meetings throughout the year.
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Literacy Coaches are familiar with the structure and intent of the reading plan and serve as a resource for school-based decision-making. When appropriate, district-level literacy personnel may provide additional support or guidance to ensure alignment with district goals and state expectations.

This approach allows schools to tailor their monitoring and support strategies to meet the evolving needs of their students and staff while maintaining a focus on continuous improvement in literacy outcomes.

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.

School principals support the effective use of assessment data by ensuring that systems are in place for the timely collection, review, and application of student performance information, including progress monitoring data.

Assessment data is reviewed regularly by school-based teams, such as Literacy Leadership Teams, instructional coaches, and grade-level or content-area teachers. These teams collaborate to identify trends, inform instructional planning, and determine student support needs. In schools where the principal is not a direct member of the team, data summaries and key insights are shared with them to guide schoolwide decision-making.

Instructional adjustments, professional learning opportunities, and intervention planning are informed by these data discussions. This collaborative approach allows schools to respond to student needs in real time while aligning with district literacy goals.

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

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

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

☒ Yes

☐ No

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

N/A

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

The district communicates the expectations and structure of the literacy coach model through regular leadership and instructional meetings. During these sessions, school administrators receive guidance on the general roles and responsibilities of literacy coaches, including how their time and efforts may be aligned with school and district literacy goals.

Information is also shared directly with literacy coaches through ongoing monthly professional learning and collaborative planning opportunities. School administrators and district literacy staff may periodically review coaching activities to ensure alignment with instructional priorities. Literacy coaches are encouraged to maintain documentation of their work, which may be reviewed throughout the year to support reflection and continuous improvement.

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

The district provides ongoing support to literacy coaches throughout the school year to ensure their work remains aligned with school and district literacy goals. The District Literacy Coordinator serves as the primary point of contact for supporting coaches, offering guidance, resources, and opportunities for collaboration.

Coaches and the Literacy Coordinator meet monthly to review data and discuss the focus of coaching work at each school. These meetings are designed to provide targeted guidance, share best practices, and ensure that coaching efforts are responsive to student and teacher needs.

Additionally, the district facilitates monthly walkthroughs conducted by the literacy coach team at each school site. These collaborative visits promote shared learning, reflection, and professional dialogue focused on strengthening literacy instruction.

This model ensures that literacy coaches are supported in their efforts to improve student outcomes.

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

The district supports literacy coaches in focusing on high-impact activities that directly influence student achievement and instructional quality. Coaches are encouraged to prioritize collaboration with teachers to analyze student data, set instructional goals, and develop actionable plans that address identified needs.

Through monthly coaching meetings and ongoing communication with the District Literacy Coordinator, coaches receive guidance on how to structure their time and efforts around activities that yield the greatest instructional impact. These may include:

Facilitating data discussions with teacher teams.

Supporting goal setting and instructional planning.

Engaging in coaching cycles that include modeling, co-teaching, and feedback.

Delivering professional learning aligned to school and district priorities.

Coaches also collaborate with other instructional leaders, such as MTSS coordinators and data coaches, to identify and promote effective practices for Tier I instruction and targeted interventions for students receiving Tier II and Tier III support.

This approach allows coaches to remain responsive to the evolving needs of their schools while maintaining a focus on evidence-based strategies that support literacy growth.

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

The district monitors the implementation of the literacy coach model through a combination of reflective practices, collaborative planning, and ongoing communication. Coaches meet regularly with the District Literacy Coordinator to review the focus of their work, discuss time allocation, and reflect on the impact of their coaching efforts.

Coaches also engage in strategic planning with school administrators to ensure their work aligns with school improvement goals and instructional priorities. These plans are reviewed periodically to support coherence and effectiveness across schools.

This approach allows for flexibility in how coaching is implemented while ensuring that support remains aligned with district literacy goals and responsive to school-level needs.

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

The district uses a multi-faceted approach to reflect on and support the effectiveness of literacy coaches. This includes a combination of qualitative and quantitative indicators that help inform ongoing coaching practices and professional growth.

Coaches participate in regular meetings with the District Literacy Coordinator to review the focus of their work, reflect on progress toward goals, and discuss the impact of their support on instruction and student learning. These conversations are informed by a variety of data sources, which may include:

Student achievement trends in literacy.

Observations and feedback from teachers and school leaders.

Evidence of collaboration and instructional planning.

Reflections on coaching cycles and professional learning activities.

This approach allows the district to maintain a focus on high-impact coaching strategies while providing flexibility for schools to adapt the model to their specific needs and priorities.

4) Assessment, Curriculum and Reading Instruction

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

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

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

reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The Monroe County School District (MCSD) ensures alignment with Florida's Formula for Reading Success through a comprehensive, evidence-based approach to literacy instruction.

To begin the 2026-2027 school year, all K—5 teachers will participate in Standards-Based Professional Learning aligned with the Science of Reading during pre-planning days. Similarly, all English Language Arts and Reading teachers in grades 6—12 have received comparable training. This professional development supports the six essential components of reading and promotes effective implementation of the Florida B.E.S.T. ELA Standards across all grade levels.

Teachers have been trained in the K—12 ELA B.E.S.T. Standards, and the MCSD ELA curriculum integrates all six components of reading into daily instruction. Instructional practices are supported by a comprehensive assessment system that includes screening, progress monitoring, diagnostic, and summative assessments. These data points inform differentiated instruction to meet the diverse needs of all students.

Reading instruction across K—12 is inclusive and responsive, incorporating multisensory strategies, Universal Design for Learning (UDL) principles, culturally responsive practices, and the WIDA Can Do Descriptors to support multilingual learners. Instructional materials are available in both print and digital formats, with audio support as needed.

Ongoing professional development is provided at both the school and district levels to ensure continuous growth in literacy instruction. MCSD encourages all educators, regardless of grade level or subject area, to pursue Reading Endorsement. Teachers responsible for delivering Tier 3 reading interventions are required to hold a Literacy Micro-Credential, Reading Endorsement, or Reading Certification.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program’s plan for assessment, standards, instruction and support to meet the needs of all learners.

The VPK and Head Start programs utilize a comprehensive approach to assessment, standards, instruction, and support to meet the needs of all learners. Teaching Strategies Gold is used for ongoing observational assessment and progress monitoring aligned to the Florida Early Learning and Developmental Standards, while FAST STAR Early Literacy is administered as part of the state's required progress monitoring process. Data from both assessment systems are regularly analyzed to identify individual student strengths and areas of need. Instruction is differentiated and individualized based on assessment results, ensuring that all students receive targeted support and enrichment opportunities. Through collaboration among teachers, related service providers, and families, the program implements evidence-based practices, accommodations, and interventions that promote growth in literacy, language, social-emotional development, mathematics, and school readiness skills for every child.

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

The VPK and Head Start PreK programs utilize a variety of research-based instructional materials to support the developmental and academic needs of all learners. The primary curriculum is Creative Curriculum for PreK, which provides comprehensive, play-based, and standards-aligned instruction across all developmental domains. To strengthen early literacy instruction, the program incorporates BrainSpring and

Kickstart Literacy, which provide explicit, systematic instruction in phonological awareness, phonics, and other foundational reading skills. Finch is newly purchased and will be used as an assessment and instructional planning tool to identify student needs, monitor progress, and guide differentiated instruction in the 2026-2027 school year. Together, these resources support individualized learning experiences and promote kindergarten readiness for all students.

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

Students identified as having a substantial deficiency in early literacy skills receive targeted, evidence-based interventions designed to address their specific areas of need. Assessment data from FAST STAR Early Literacy, Teaching Strategies Gold, and classroom observations are used to identify skill deficits and guide intervention planning. Students receive additional small-group and individualized instruction focused on foundational literacy skills, including phonological awareness, oral language development, alphabet knowledge, phonics, vocabulary, and early comprehension as noted in lesson plans. Research-based resources such as Kickstart Literacy and BrainSpring are utilized to provide explicit, systematic instruction and targeted practice during scheduled "power hour". Progress is monitored regularly to evaluate student growth and adjust interventions as needed. Families are also provided with resources and strategies to support literacy development at home by way of Ready Rosie Modeled Moments, ensuring a collaborative approach to improving early literacy outcomes and kindergarten readiness. Additionally, Summer Bridge is offered to eligible students upon completion of the FAST STAR Early Literacy PM3.

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?
Amira/ISIP	☐ 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			
DIBELS	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Benchmark Advance	☐ 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 Foundations Screener	☐ 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.

Identifying grades K-3 students in need of Tier 2 interventions:

- Students who scored a Level 2 on FAST Reading PM3 of previous school year.
- K-2 Students who score between the 21st and 34th percentile on any FAST PM assessment of the school year.
- Students who have demonstrated, through progress monitoring, formative assessments, or teacher observation data, concerning skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

Identifying grades K-3 students in need of Tier 3 interventions:

- Students who scored a Level 1 on FAST Reading PM 3 of previous school year.
- Students who meet the criteria below for substantial reading deficiency:
In accordance with Rule 6A-6.053(12), F.A.C., a kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:
A. The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan, and beginning in the 2025-2026 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#); or
B. The student has demonstrated through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

MTSS coordinators, reading coaches, and teachers identify these students through data review meetings before and throughout the school year. Low performing students are then placed into intervention groups, based on their specific areas of need, identified by their performance on these assessments. Progress is monitored by data teams following assessments to identify if movement within the Tiers of Intervention are appropriate for each student based on their academic performance on assessments/ core curriculum will be recommended for intervention. MTSS coordinators, reading coaches and teachers identify these students through data review meetings before and throughout the school year. Low performing students are then placed into intervention groups, based on their specific areas of need, identified by their performance on these assessments. Progress is monitored by data teams following assessments to identify if movement within the Tiers of Intervention are appropriate for each student based on their academic performance on assessments/core curriculum.

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

4th and 5th graders scoring between the 21st and 34th percentile are identified for Tier 2 support. 4th and 5th graders scoring below the 20th percentile are identified for Tier 3 support and will be recommended for intervention.

MTSS coordinators, reading coaches, and teachers identify these students through data review meetings before and throughout the school year. Low performing students are then placed into intervention groups, based on their specific areas of need, identified by their performance on these assessments. Progress is monitored by data teams following assessments to identify if movement within the Tiers of Intervention are appropriate for each student based on their academic performance on assessments/ core curriculum will be recommended for intervention. MTSS coordinators, reading coaches and teachers identify these students through data review meetings before and throughout the school year. Low performing students are then placed into intervention groups, based on their specific areas of need, identified by their performance on these assessments. Progress is monitored by data teams following assessments to identify if movement within the Tiers of Intervention are appropriate for each student based on their academic performance on assessments/core curriculum.

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 MTSS team will analyze all student data and identify characteristics of dyslexia. The district implements a data-informed process to identify K–3 students who may exhibit reading difficulties, specifically those with characteristics of dyslexia. K-3 screening tools are used to collect relevant data, including the use of Amira ISIP, DIBELS, and prior year/current year F.A.S.T. results. Multiple data points help identify and address specific reading deficiencies.

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

In addition to the initial screeners mentioned in 3a, students with characteristics of dyslexia are also administered the AMIRA's dyslexia screener. The screener pinpoints specific phonics and phonological awareness gaps that may need additional instruction. Once deficits are identified, appropriate interventions are implemented with fidelity. Tier 3 includes intensive, individualized intervention provided to students identified as having dyslexia characteristics or other significant reading deficiencies. This includes more frequent and specialized instruction tailored to each student's needs.

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 supported through a structured set of processes and procedures designed to ensure high-quality, standards-aligned teaching. District and school leaders conduct regular classroom walkthroughs using established look-fors to monitor the implementation of instructional practices aligned to the Florida B.E.S.T. Standards and the integration of the six components of reading.

Instruction is guided by a defined assessment schedule that includes Benchmark Unit Assessments and Interim Assessments. These assessments are administered consistently across classrooms, and results are reviewed through established data review protocols to inform instructional planning.

Universal screening tools such as DIBELS, Amira, and FAST Reading are administered according to district timelines, and data protocols are in place for analyzing results during collaborative planning meetings and professional learning communities (PLCs). These structures ensure that teachers and leaders routinely examine student data, identify needs, and make instructional adjustments.

When data indicates a need for refinement of core instruction, established procedures guide teams in adjusting pacing, grouping, and instructional strategies, as well as providing targeted professional development and coaching support to ensure consistent implementation of Tier 1 instruction.

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

Tier 2 interventions are supported through clearly defined processes and procedures that ensure consistent implementation and review. Progress monitoring is conducted on an established schedule using tools such as Amira for foundational reading skills (phonological awareness, phonics, word reading, fluency, and comprehension) and Renaissance Place curriculum based measures (CBMs). Teachers and MTSS teams follow structured data meeting protocols, such as scheduled data chats, to review progress monitoring results and make decisions about next steps. These procedures guide teams in determining whether to maintain, intensify, or adjust interventions.

Fidelity of implementation is addressed through monthly routine checks conducted by reading coaches and MTSS coordinators, using established observation tools and protocols to ensure interventions are delivered as designed. When adjustments are needed, teams follow consistent procedures to modify group size, frequency, or instructional strategies, ensuring that interventions remain aligned to student needs.

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

Tier 3 interventions are implemented and monitored through clearly defined, intensive procedures designed to support individual student needs. Progress monitoring is conducted with increased frequency using designated dyslexia-specific tools, such as Amira, to assess foundational reading skills including

phonological awareness, phonics, word reading, fluency, and comprehension. These tools are administered according to established schedules to ensure consistent data collection.

MTSS teams follow structured protocols for monthly meetings to review individual student data, document instructional decisions, and plan next steps. Intervention delivery is guided by detailed instructional plans tailored to each student, and implementation is supported through ongoing observation and coaching cycles.

Fidelity is addressed through systematic monitoring processes led by reading coaches and MTSS coordinators, using established observation tools to ensure adherence to intervention design. When adjustments are needed, teams follow formal procedures to modify the intensity, duration, or instructional approach of the intervention.

All actions, including intervention plans, progress monitoring results, and instructional adjustments, are documented using district MTSS procedures and recorded in the student's MTSS file to ensure consistency, accountability, and continuity of support

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: In PreK-5, F.A.S.T. data is triangulated with progress monitoring, formative assessments, and/or teacher observation data to make appropriate instructional decisions. Students in grades PreK–2 who score at or above the 50th percentile and/or level 3 or higher on F.A.S.T.—indicating they are performing at or above grade level—will receive Tier 1 instruction only. Students in grades 3-5 who score level 3, 4, or 5 on prior year PM3 ELA F.A.S.T.—demonstrating mastery of B.E.S.T. standards—will receive Tier 1 instruction only. List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Most students demonstrate adequate growth toward grade-level expectations on progress monitoring assessments (e.g., F.A.S.T. PM1, PM2, PM3; Amira ISIP; DIBELS subtests), with scores reflecting consistent progress. At least 80% of students should meet or exceed expectations on standards-based curriculum measures. The district’s expectation is that students maintain a quarterly average of 70% or higher on these assessments. For grades K-2, at least 80% of students should meet or exceed expectations on curriculum based measures focusing on decoding and encoding. The district’s expectation is that students maintain a quarterly average of 70% or higher on these assessments.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance	2026

UFLI Foundations		2025
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Additional students may be considered for Tier 2 interventions during the school year if progress monitoring or classroom assessment data indicates a need for further support. If students are not meeting the Tier 1 performance criteria outlined above, additional data may be collected to identify specific areas of need. For example, if a student is not demonstrating adequate growth on F.A.S.T., or DIBELS Fluency Assessments, further screening may be administered to gain deeper insight into foundational skill deficits. Adequate growth varies, based on the learning gain or bucket needed for a year's growth. Goals are set at the beginning and middle of each school year to ensure learning gains are achieved.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students scoring a level 1 or 2 on PM 3 FAST Reading from the previous year will receive tier 1 and 2 instruction. K-2, 3-5 students who score between the 11th and 34th percentile on any FAST Progress Monitoring assessment are identified for Tier 2 support. 3rd grade students who score between the 20th and 34% on any FAST Progress monitoring assessment are identified for Tier 2 support. K-5 students who consistently exhibit below proficient levels of achievement in classroom measures and monthly ISIP assessments will be considered for Tier 2 support.		
Number of times per week interventions are provided: 2+ Number of minutes per intervention session: 20+		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Steps to Advance	Please see verbiage	The Benchmark Steps to Advance does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 2—providing direct and explicit instruction in comprehension strategies. This recommendation was built

		into the program by teaching and practicing comprehension strategies that can be applied across a variety of texts. The district will support and monitor implementation of this program by providing training, modeling, and contacting alongside classroom teachers and conducting classroom walkthroughs with intentional feedback.
Amira	Moderate	Amira provides moderate levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in Primary Grades, Promising evidence level Recommendation 3, Provide intensive, systematic instruction on up to three foundational reading skills in small groups. These recommendations were built into the program by grouping students by area of need and providing the teacher-led lessons that target specific areas of student need. The district will support and monitor implementation of this program by providing training, modeling, and coteaching to classroom teachers and conducting classroom walkthroughs with intentional feedback.
UFLI Foundations	Please see verbiage	UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s) 3 and 4—teaching students to decode words, analyze word parts, and write and recognize words, and students reading connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program throughout several lesson components, including explicit phonics instruction (new concept), word and sentence dictation, word chaining, reading

		decodable text, and practicing Fry High Frequency Words. The district will support and monitor implementation of this program by providing training, modeling, and coteaching to classroom teachers and conducting classroom walkthroughs with intentional feedback.
Heggerty Phonemic Awareness	Please see verbiage	Heggerty Phonemic Awareness do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2—develop awareness of the segments of sounds in speech and how they link to letters. This recommendation was built into the program by having students manipulate phonemes in spoken and written language (add, delete, and substitute at the phoneme level). The district will support and monitor implementation of this program by providing training, modeling, and coteaching to classroom teachers and conducting classroom wal
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)
See programs listed above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language & Literacy	Promising	Imagine Language & Literacy is an adaptive supplemental program designed to build core reading and academic language skills among students in pre-kindergarten through sixth grade. The program provides individualized instruction with exercises tailored to each user's needs, accelerating instruction levels based on the user's rate of progress: vocabulary, comprehension, fluency, phonics and phonemic awareness. The program incorporates art, music, sports and multidisciplinary subject matter while focused on literacy skills.

		If the student is receiving EL support and is determined to need additional targeted Tier 2 support, the student's academic team will consult with the ESOL specialist to determine additional language supports that may be warranted based on historical and current student data.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. For K—3 students identified with a substantial deficiency in reading or characteristics of dyslexia, Monroe County School District (MCSD) provides targeted, evidence-based multisensory interventions. These interventions are grounded in the principles of structured literacy and are designed to engage multiple senses—visual, auditory, kinesthetic, and tactile—to enhance reading acquisition. Programs and strategies may include but are not limited to: Orton-Gillingham-based instruction Heggerty Phonemic Awareness Multisensory strategies such as sand tracing, tapping out sounds, and using manipulatives to build phonemic awareness and decoding skills. These interventions are delivered in small groups or one-on-one settings by trained educators and are aligned with the Florida B.E.S.T. Standards and the Science of Reading.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If tier 2 students do not demonstrate adequate progress with the current intervention, additional support may be required. Diagnostic tools such as the DIBLES will be administered to identify specific skill deficits and determine the need for Tier 3 intervention. Adding Tier 3 may also be considered due to performance on F.A.S.T. (E.g. performing below the recommended percentile and/or earning a level 1 or 2 at appropriate points in the year). Students retained in grades K-3 are also discussed for Tier 3.		
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: (Enter assessment criteria that will be used.) Students in grades K–5 who score below the 10th percentile on F.A.S.T. and/or earn a Level 1 on the prior year's ELA F.A.S.T. PM3—indicating below grade-level performance—will receive tier 1 instruction, daily tier 2 intervention, and intensive tier 3 support. Additional data points may be considered for placement in tier 3, such as retained students and/or other indicators.		
Number of times per week interventions are provided: 3+ Number of minutes per intervention session: 30+		
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)
Benchmark Steps to Advance	Please see verbiage	The Benchmark Steps to Advance does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 2—providing direct and explicit instruction in comprehension strategies. This recommendation was built into the program by teaching and practicing comprehension strategies that can be applied across a variety of texts. The district will support and monitor implementation of this program by providing training, modeling, and contacting alongside classroom teachers and conducting classroom walkthroughs with intentional feedback.
Amira – teacher-led lessons	Moderate	Amira provides moderate levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in Primary Grades, Promising evidence level Recommendation 3, Provide intensive, systematic instruction on up to three foundational reading skills in small groups. These recommendations were built into the program by grouping students by area of need and providing the teacher-led lessons that target specific areas of student need. The district will support and monitor implementation of this program by providing training, modeling, and coteaching to classroom teachers and conducting classroom walkthroughs with intentional feedback.
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)
See programs listed above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See programs listed above		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Students in grades K–3 who demonstrate a substantial reading deficiency or exhibit characteristics of dyslexia receive targeted, multisensory interventions designed to support their specific needs. These interventions include the use of phonics manipulatives such as whisper phones, magnetic wands and chips, blending boards, and sound tapping mats. Kinesthetic sand is also incorporated into small group instruction to reinforce letter formation and phonological awareness through tactile engagement. Consistent, explicit small group instruction is provided to address individual skill gaps and ensure students receive focused, evidence-based support aligned with their areas of deficiency. Weekly progress monitoring is expected for tier 3 students to determine if students are retaining and mastering skills presented during the intervention. The MTSS team meets regularly to discuss, plan, and reflect on individual students’ progress within tier 2 and/or tier 3.		

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: Students will participate in Summer Reading Camp in June and July, Monday through Friday from 8:00-1:00.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):
Alternative Assessment Used: STAR Amira Exact Path SAT-IO
Additional Information (optional): Reading endorsed or reading certified teachers will utilize the Benchmark Advance Summer School program as primary instructional materials in the third-grade reading camp. The program includes explicit,

systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students are provided with a final opportunity to pass FAST Reading with a summer administration in July.

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?
myPerspectives ELA Core program 6–8	☒ 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
Students receiving Intensive Reading Instruction in Grades 6–8 are assessed within the Exact Path platform	☒ 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 ☒ 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?
		☒ Comprehension		☐ Other
DIBLES	☒ 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 receiving scores below proficiency on the FAST ELA 6-8 state assessments or demonstrating below grade level proficiency on core curriculum assignments and/or assessments will be recommended for intervention. MTSS coordinators, reading coaches and teachers identify these students through data review meetings before and throughout the school year. Low performing students are then placed into intervention groups, based on their specific areas of need, identified by their performance on these assessments.

Interventions are provided, by a qualified teacher, to address gaps and barriers to students' ability to meet tier 1 expectations. Board-approved instructional materials utilized in Intensive Reading courses should be used to provide systematic, explicit whole group and small group learning opportunities. Small groups should be organized to match the needs of students, and the targeted skill(s) should be aligned to students' deficits.

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 reading instruction should be of high quality and include gradual release (I do, we do, you do) in a whole group, small group, and independent practice/reading setting. This delivery should be explicit, systematic, scaffolded, differentiated, and include corrective feedback.

The district's expectation for effective tier 1 instruction is: 80% of students class-wide are making adequate progress and demonstrate proficiency on grade level standards. To monitor the delivery and effectiveness of instruction, school leaders and/or district support will conduct quarterly classroom walkthroughs, review student performance data (such as progress monitoring results), 25 and collaborate through PLCs to ensure instructional practices align with district expectations and are meeting the needs of all learners.

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

Bi-weekly curriculum-based assessments, monthly Exact Path diagnostic, teacher observations, and FAST progress monitoring are used to monitor Tier 2 student progress and classroom observations will be used to monitor effectiveness of instruction.

District literacy coaches will support teachers with the implementation of approved interventions and will conduct non-evaluative, quarterly classroom walkthroughs during tier 2 instruction to ensure the following: fidelity, group size, effective instruction, strong routines/procedures, and positive reinforcement. Based on effectiveness, literacy coaches will support teachers to improve interventions by offering additional training, planning, and/or modeling of the curriculum.

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

Tier 3 intensive reading intervention should occur in addition to the core ELA course and tier 2, and should focus on specific deficits, using research-/evidence-based materials. Monthly, the MTSS team will meet to collaboratively create an action plan and monitor progress for students. Weekly screenings should be administered to monitor student progress, ensure fidelity, and plan for future instruction.

District literacy coaches will support teachers with the implementation of approved interventions and will conduct non-evaluative, quarterly classroom walkthroughs during tier 3 instruction to ensure the following: fidelity, group size, effective instruction, strong routines/procedures, and positive reinforcement. Based on effectiveness, literacy coaches will support teachers to improve interventions by offering additional training, planning, and/or modeling of the curriculum.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students in grades 6-8 who score level 3, 4, or 5 on prior year PM3 ELA F.A.S.T.—demonstrating mastery of B.E.S.T. standards—will receive Tier 1 instruction only. This data is triangulated with progress monitoring, formative assessments, and/or teacher observation data to make appropriate instructional decisions for only receiving Tier 1 support.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Most students demonstrate adequate growth toward grade-level expectations on progress monitoring assessments (e.g., F.A.S.T. PM1, PM2, PM3), with scores reflecting consistent progress. Individual goals are set with students to work toward earning learning gains. Based on a child’s performance, the learning gain pathway may be slightly different (E.g. subcategories, buckets, levels). At least 80% of students should meet or exceed expectations on standards-based classroom reading assessments. The district’s expectation is that students maintain a quarterly average of 70% or higher on these assessments. The district has established a continuous improvement process to monitor and enhance the effectiveness of Tier 1 instruction. Key procedures include regular classroom walkthroughs, ongoing data review, professional learning communities (PLCs), literacy coach support, and overall monitoring fidelity of implementation.	
Core Instruction	

Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
SAVVAS myPerspectives	2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Additional students may be considered for Tier 2 interventions during the school year if progress monitoring or classroom assessment data indicates a need for further support. If students are not meeting the Tier 1 performance criteria outlined above, additional data may be collected to identify specific areas of need. For example, if a student is not demonstrating adequate growth on F.A.S.T., DIBELS subtests or Exact Path diagnostic may be administered to gain deeper insight into foundational skill deficits. Adequate growth on F.A.S.T. varies, based on the learning gain or bucket needed for year's growth. Goals are set at the beginning and middle of each school year to ensure learning gains are achieved. Collaborative teams and/or MTSS teams meet quarterly to evaluate data and determine students who may need additional screening or diagnostics to view eligibility of Tier 2.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students scoring between the 11th and 34th percentile on prior year FAST PM3 (prior year), indicating below grade level, will receive Tier 1 instruction and be considered for tier 2 intervention daily. This data is triangulated with progress monitoring, formative assessments, and/or teacher observation data to make appropriate instructional decisions.		
Number of times per week interventions are provided: 2+ Number of minutes per intervention session: 20+ Course(s) where interventions take place: Intensive Reading, Critical Thinking, English Language Development, Learning Strategies		
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)
Edmentum Exact Path Proficiency +	Moderate	Exact Path is a personalized learning program for K-12 learners, designed to accelerate, measure, and report student achievement in Math and English Language Arts standards. It offers individualized learning paths, adaptive diagnostic assessments, and educator-led interventions to address the diverse needs of all learners. The program provides flexible assessment options to personalize learning paths by using Exact Path's

		diagnostic assessment or integrating with FAST state assessments.
HMH Read180	Strong	READ 180 is a blended learning program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180 is delivered to include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. If the student is receiving EL support and is determined to need additional targeted Tier 2 support, the student's academic team will consult with the ESOL specialist to determine additional language supports that may be warranted based on historical and current student data.
UFLI Foundations	Please see verbiage	UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for students in Grades 4-9, Recommendation(s) 1 and 2—teaching students to decode multisyllabic words, analyze word parts, and write and recognize words, and students reading text every day. These recommendations were built into the program throughout several lesson components, including explicit phonics instruction (new concept), word and sentence dictation, word chaining, reading decodable text, and practicing Fry High Frequency Words. The district will support and monitor implementation of this program by providing training, modeling, and coteaching to classroom teachers and conducting classroom walkthroughs with intentional feedback.
Word Origins	Please see verbiage.	Word Origins does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Providing

		Reading Interventions for Students in Grades 4-9, Recommendation(s) 1-2, building students' decoding skills for multisyllabic words and providing fluency-building activities to help students read effortlessly. These recommendations were built into the program throughout several lesson components, including explicit phonics instruction (new concept), word and sentence dictation, word chaining, reading decodable text, and practicing Fry High Frequency Words. The district will support and monitor implementation of this program by providing training, modeling, and coteaching to classroom teachers and conducting classroom walkthroughs with intentional feedback.
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)
See programs listed above.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read180	Strong	READ 180 is a blended learning program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180 is delivered to include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. If the student is receiving EL support and is determined to need additional targeted Tier 2 support, the student's academic team will consult with the ESOL specialist to determine additional language supports that may be warranted based on historical and current student data.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If Tier 2 students do not demonstrate adequate progress with the current intervention, additional support may be required. Diagnostic tools such as DIBLES and Exact Path Diagnostic will be		

administered to identify specific skill deficits and determine the need for Tier 3 intervention. Adding Tier 3 may also be considered due to performance on F.A.S.T. (E.g. performing below the recommended percentile and/or earning a level 1 or 2 at appropriate points in the year). Retained students are also discussed for Tier 3.

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:

(Enter assessment criteria that will be used.)

Students in the lowest performing percentile rank category of F.A.S.T. level 1 will be considered for tier 3 support. The MTSS team will meet to discuss individual action plans for tier 3 students.

Students performing in “Intensive Support” levels on DIBLES will be considered for tier 3 instruction.

Students performing below the 30th percentile in Exact Path diagnostic will be considered for tier 3.

Number of times per week interventions are provided: 3+

Number of minutes per intervention session: 30+

Course(s) where interventions take place: Intensive Reading, Critical Thinking, English Language Development, Learning Strategies

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum Exact Path – teacher-led lessons	Moderate	Exact Path is a personalized learning program for K-12 learners, designed to accelerate, measure, and report student achievement in Math and English Language Arts standards. In addition to individualized learning paths, and adaptive diagnostic assessments it offers educator-led interventions to address the diverse needs of all learners.
UFLI Foundations	Please see verbiage	UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for students in Grades 4-9, Recommendation(s) 1 and 2—teaching students to decode multisyllabic words, analyze word parts, and write and recognize words, and students reading text every day. These recommendations were built into the program throughout several lesson components, including explicit phonics instruction (new concept), word and sentence dictation, word chaining, reading

		decodable text, and practicing Fry High Frequency Words. The district will support and monitor implementation of this program by providing training, modeling, and coteaching to classroom teachers and conducting classroom walkthroughs with intentional feedback.
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)
See programs listed above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See programs listed above		

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?
Exact Path	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Savvas	☒ Grade 9	☐ Oral Language	☐ Screening	☐ Weekly

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?
MyPerspectives Unit Assessments	☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Word Origins	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
DIBELS	☒ 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 earning below proficiency on the previous year's FAST ELA 9-10 or demonstrating below grade level proficiency on core curriculum assignments and/or assessments are considered as an initial point of reference for placement in Intensive Reading (or similar course). Students in the lowest performing percentile rank category of FAST level 1 will be considered for intensive Tier 3 support. Students who are new to Monroe county and do not have a previous FAST Reading score will be assessed using other performance measures like Unit 1 of the curriculum-based measure or DIBELS.

The MTSS team will meet to discuss individual action plans for tier 3 students. Interventions are provided, by a qualified teacher, to address gaps and barriers to students' ability to meet tier 1 expectations. Board-approved instructional materials utilized in Intensive Reading courses should be used to provide systematic, explicit whole group and small group learning opportunities. Small groups should be organized to match the needs of students, and the targeted skill(s) should be aligned to students' deficits.

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

When the data indicates there is an instructional problem, the school's MTSS team meets to problem solve for both in-person instruction and distance learning instruction. School-based literacy coaches can offer differentiated professional development to strengthen Tier I instruction.

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

In addition to students' ELA course, Tier 2 reading intervention should occur within the Intensive Reading course, and should focus on specific reading components, using research-/evidence-based materials. Biweekly screenings should be administered to monitor student progress, ensure fidelity, and plan for future instruction. Quarterly, School Literacy Leadership Teams and district staff will evaluate Tier 2 strategies and determine necessary adjustments and needed support.

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

Tier 3 intensive reading intervention should occur in addition to the core ELA course and tier 2, and should focus on specific deficits, using research-/evidence-based materials. Monthly, the MTSS team will meet to collaboratively create an action plan and monitor progress for students. Weekly screenings should be administered to monitor student progress, ensure fidelity, and plan for future instruction.

District literacy coaches will support teachers with the implementation of approved interventions and will conduct non-evaluative, quarterly classroom walkthroughs during tier 2 instruction to ensure the following: fidelity, group size, effective instruction, strong routines/procedures, and positive reinforcement. Based on effectiveness, literacy coaches will support teachers to improve interventions by offering additional training, planning, and/or modeling of the curriculum.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Students in grades 9-11 who score level 3, 4, or 5 on prior year PM3 Reading FAST, demonstrating mastery of B.E.S.T. standards, will receive Tier 1 instruction only. Students in 12 th grade who score above the 30 th percentile on the final MyPerspective Units (Unit content: Spiral review of standards) assessment will receive Tier 1 only. This data is triangulated with progress monitoring, formative assessments, and/or teacher observation data to make appropriate instructional decisions for only receiving Tier 1 support.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Most students demonstrate adequate growth toward grade-level expectations on progress monitoring assessments (FAST Reading PM1, PM2, PM3) with scores reflecting consistent progress. At least 80% of students should meet or exceed expectations on standards-based classroom reading assessments.

Students scoring at the 50 percentile or Higher on the PSAT and SAT.		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
myPerspectives		2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students may be considered for Tier 2 interventions during the school year if progress monitoring or classroom assessment data indicates a need for further support. If students are not meeting the Tier 1 performance criteria outlined above, additional data may be collected to identify specific areas of need. For example, if a student is not demonstrating adequate growth on FAST Reading, DIBELS, Word Origins assessments or curriculum-based fluency measures may be administered to gain deeper insight into foundational skill deficits. Adequate growth on FAST varies, based on the learning gain or bucket needed for year's growth. Goals are set at the beginning and middle of each school year to ensure learning gains are achieved. Collaborative teams/PLC and/or MTSS teams meet quarterly to evaluate data and determine students who may need additional screening or diagnostics to view eligibility of Tier 2.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students scoring between the 21st and 34th percentile on FAST ELA Grades 9-12 are identified for Tier 2 support and scoring Level 2 on FAST Reading PM1 of the current school year. This data is triangulated with teacher observation and curriculum-based measures to make appropriate instructional decisions.		
Number of times per week interventions are provided: 2+ Number of minutes per intervention session: 20+ Course(s) where interventions take place: Intensive Reading, Learning Strategies, and English Language Development courses		
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)
Edmentum Exact Path Proficiency +	Moderate	Exact Path is a personalized learning program for K-12 learners, designed to accelerate, measure, and report student achievement in Math and English Language Arts standards. It offers individualized learning paths, adaptive diagnostic assessments, and educator-led interventions to address the diverse needs of all learners. The program provides flexible assessment options to personalize learning paths by using Exact Path's diagnostic assessment or FAST state assessments.

		The programs are used in small group settings with a focus on individual goals and targeted instruction. Students are closely monitored, and instruction is adjusted according to data.
UFLI Foundations	Please see verbiage	UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for students in Grades 4-9, Recommendation(s) 1 and 2—teaching students to decode multisyllabic words, analyze word parts, and write and recognize words, and students reading text every day. These recommendations were built into the program throughout several lesson components, including explicit phonics instruction (new concept), word and sentence dictation, word chaining, reading decodable text, and practicing Fry High Frequency Words. The district will support and monitor implementation of this program by providing training, modeling, and coteaching to classroom teachers and conducting classroom walkthroughs with intentional feedback.
Word Origins	Please see verbiage.	Word Origins does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s) 1-2, building students' decoding skills for multisyllabic words and providing fluency-building activities to help students read effortlessly. These recommendations were built into the program throughout several lesson components, including explicit phonics instruction (new concept), word and sentence dictation, word chaining, reading decodable text, and practicing Fry High Frequency Words. The district will support and monitor implementation of this

		program by providing training, modeling, and coteaching to classroom teachers and conducting classroom walkthroughs with intentional feedback.
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)
Programs listed above.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read180	Strong	READ 180 is a blended learning program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180 is delivered in 45 to 90-minute sessions that include whole group instruction, three small-group rotations, and whole-class wrap-up. Small group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher and independent reading.
UFLI Foundations	Please see verbiage	UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for students in Grades 4-9, Recommendation(s) 1 and 2—teaching students to decode multisyllabic words, analyze word parts, and write and recognize words, and students reading text every day. These recommendations were built into the program throughout several lesson components, including explicit phonics instruction (new concept), word and sentence dictation, word chaining, reading decodable text, and practicing Fry High Frequency Words. The district will support and monitor implementation of this program by providing training, modeling, and coteaching to classroom teachers and

		conducting classroom walkthroughs with intentional feedback.
Word Origins	Please see verbiage.	Word Origins does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s) 1-2, building students' decoding skills for multisyllabic words and providing fluency-building activities to help students read effortlessly. These recommendations were built into the program throughout several lesson components, including explicit phonics instruction (new concept), word and sentence dictation, word chaining, reading decodable text, and practicing Fry High Frequency Words. The district will support and monitor implementation of this program by providing training, modeling, and coteaching to classroom teachers and conducting classroom walkthroughs with intentional feedback.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If a student in tier 2 does not demonstrate adequate progress with the current intervention, additional support may be required. Diagnostic tools such as the DIBELS will be administered to identify specific skill deficits and determine the need for Tier 3 intervention. Adding Tier 3 may also be considered due to performance on FAST Reading. (performing below the recommended percentile rank and/or earning a level 1 or 2 at appropriate points in the year). Retained students are also discussed for Tier 3.		

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 the lowest performing percentile rank category of FAST Reading level 1 will be considered for tier 3 support. The MTSS team will meet to discuss individual action plans for tier 3 students.		
Number of times per week interventions are provided: 3+ Number of minutes per intervention session: 30+ Course(s) where interventions take place: Intensive Reading or Developmental Language Arts through ESOL		
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)
Edmentum Exact Path Proficiency + - teacher-led lessons	Moderate	Exact Path is a personalized learning program for K-12 learners, designed to accelerate, measure, and report student achievement in Math and English Language Arts standards. It offers individualized learning paths, adaptive diagnostic assessments, and educator-led interventions to address the diverse needs of all learners. The program provides flexible assessment options to personalize learning paths by using Exact Path's diagnostic assessment or integrating with FAST state assessments.
UFLI Foundations	Please see verbiage	UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for students in Grades 4-9, Recommendation(s) 1 and 2—teaching students to decode multisyllabic words, analyze word parts, and write and recognize words, and students reading text every day. These recommendations were built into the program throughout several lesson components, including explicit phonics instruction (new concept), word and sentence dictation, word chaining, reading decodable text, and practicing Fry High Frequency Words. The district will support and monitor implementation of this

		program by providing training, modeling, and coteaching to classroom teachers and conducting classroom walkthroughs with intentional feedback.
Word Origins	Please see verbiage.	Word Origins does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s) 1-2, building students' decoding skills for multisyllabic words and providing fluency-building activities to help students read effortlessly. These recommendations were built into the program throughout several lesson components, including explicit phonics instruction (new concept), word and sentence dictation, word chaining, reading decodable text, and practicing Fry High Frequency Words. The district will support and monitor implementation of this program by providing training, modeling, and coteaching to classroom teachers and conducting classroom walkthroughs with intentional feedback.
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)
See programs listed above.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read180	Strong	READ 180 is a blended learning program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180 is delivered in 45to 90-minute sessions that include whole group instruction, three small-group rotations, and whole-class wrap-up. Small group rotations include individualized instruction using an adaptive computer application, small-group

		instruction with a teacher, and independent reading. If the student receives EL support and is determined to need additional targeted Tier 3 support, the student's academic team will consult with the ESOL and MTSS specialists to determine additional language supports that may be warranted based on historical and current student data.

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

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

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

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

Name of Professional Learning	Target Audience	Description
UFLI Professional Learning	K-2 Teachers	University of Florida Literacy Institute will train new to Monroe Count K-2 teachers on the science behind strong foundational skill teaching and the implementation of Foundations with fidelity.
Standards Based Instructional Series	K-12 ELA Teachers	District literacy coaches, Monroe County's Literacy Coordinator, and State LEA will provide school-based and district-based training based on the needs of individual campuses. These sessions may focus on curriculum/instructional resources, data analysis (FAST reports in TIDE), student engagement strategies, multi-sensory learning, Science of

		Reading, and/or other evidence-/research-based teaching and learning.
Benchmark Advance Curriculum Training	K-5 Reading Teachers	K-5 reading teachers are invited to participate in a district-wide curriculum alignment planning. Monroe County adopted new elementary ELA curriculum for the 2026-2027 school year, so much of the elementary time will be dedicated to implementing the adopted curriculum for each grade band.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. The Monroe County School District supports instructional personnel and certified PreK teachers funded through the Florida Education Finance Program (FEFP) in accessing professional learning opportunities that promote growth in scientifically researched and evidence-based reading instruction. Support is provided through a variety of flexible options, which may include: • District-facilitated professional development aligned with the Science of Reading, Florida’s B.E.S.T. Standards and the FELDs (PreK Standards). Access to coursework and training that can lead to credentials such as the Reading Endorsement or Literacy Micro-Credentials, for those who choose to pursue them. • Partnerships with local and regional institutions that offer advanced coursework or degree programs in literacy instruction. • Ongoing collaboration and coaching, including participation in professional learning communities (PLCs), coaching cycles, and data-informed instructional planning. • Mentorship and guidance from district literacy leaders to help educators identify appropriate learning pathways based on their roles and instructional goals. These efforts are designed to build internal capacity and ensure that all instructional personnel are equipped with the tools and knowledge to deliver high-quality, evidence-based reading instruction, regardless of formal certification status.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. We are continuing a tiered and differentiated approach to professional learning that is directly informed by progress monitoring data and tailored to meet the specific needs of each school. This model allows us to provide foundational learning opportunities for all educators, while also intensifying support for schools or teams that demonstrate targeted or urgent areas for growth. By using real-time data to guide our decisions, we ensure that professional development is both relevant and impactful. Additionally, recognizing the geographic challenges within our district, the district is facilitating district-wide common planning times to afford for greater collaboration across the Keys. We also remain committed to delivering professional learning in innovative and flexible formats, such as virtual coaching, asynchronous modules, and hybrid		

learning communities, to reduce barriers to access and ensure that all educators, regardless of location, can engage meaningfully in continuous improvement.

Mentor Teachers

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

Each school in our district has identified mentor teachers in alignment with the MCSD Mentor Training Program to support the development of new and newly hired educators. These mentors are carefully selected and trained to provide high-quality, consistent support. New teachers, as well as those who are new to the district, are enrolled in the mentoring program as mentees, with support provided at stair stepped levels of intensity based on their prior teaching experience. This differentiated approach ensures that novice teachers receive more frequent and intensive guidance, while experienced educators new to the district are supported in acclimating to our systems, culture, and expectations. This structure promotes a strong foundation for professional growth and retention.

Professional Learning Time

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

We are committed to honoring teachers' contractual time while maximizing opportunities for professional growth. In alignment with the contract, each school is provided with 2.5 hours per week that can be used for professional learning. Schools have the flexibility to use this time for a variety of high-impact activities, including collaborative planning, data analysis, and targeted professional development.

To further support instructional improvement, weekly common planning time is embedded into school schedules to foster collaboration among teachers. These sessions are used to align instruction, analyze student data, and develop shared strategies that support student success.

In addition to in-person learning, the district is exploring flexible professional learning formats, such as virtual courses and asynchronous modules, allowing educators to engage in training at times that best fit their schedules. Some examples of these courses include virtual district-wide PLCs, book studies and courses offered through FLDRS, or micro-credential courses offered through the Lastinger Center. By combining thoughtful scheduling with flexible delivery models, we aim to provide meaningful, accessible professional development that supports both teacher growth and student achievement.

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
Title 1 Tutoring	Identified students at Title 1 Schools	Tutoring support for identified students
21 st Century	Identified K-5 students at Title 1 Schools	Tutoring support for identified students

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.

In accordance with s. 1008.25(5)(d), F.S., our district ensures that parents are immediately notified in writing when their child is identified with a substantial deficiency in reading. This written notification includes a clear explanation of the identified deficiency, a description of the intensive interventions and supports that will be provided, and strategies parents can use to support reading development at home. We are committed to maintaining timely and transparent communication with families to ensure they are informed partners in their child's literacy growth.

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 MCSD Read at Home Plan is a comprehensive accumulation of targeted resources for parents to work with their students at home to improve their reading skills. The JRF! Parent Guides for the B.E.S.T. Standards are embedded in the plan to better inform caregivers of learning activities they can have their child participate in to support literacy. The plan is linked on all school websites as well as the district site. The New Worlds Reading Initiative has aided the district's efforts to distribute books into homes where they are needed the most.

Additionally, students in MCSD have access to text through myOn at home.

The district and many individual schools in Reading Contests during the longer breaks throughout the year to provide incentive for students to read at home, especially when school is out.

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 placement of "Highly Effective" teachers (per s. 1012.34(2)(e), F.S.) in kindergarten through grade 2 classrooms by having district and school leadership systematically review annual teacher evaluation data alongside student performance metrics during the scheduling process. This data-driven approach guides the deliberate assignment, recruitment, and retention of highly rated instructional personnel to primary grade levels, ensuring that foundational literacy resources and personnel are strategically distributed to maximize early childhood reading development.

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):	
Signature:	Date:

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
EW	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.
EW	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
EW	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 <u>s. 1012.34, F.S.</u> 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.
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EW	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):
Edward Tierney, Superintendent

Signature:

EW

Date:

9/3/21