

## District Comprehensive Evidence-Based Reading Plan

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

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

### 1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Beth Davis	<a href="mailto:Beth.davis@osceolaschools.net">Beth.davis@osceolaschools.net</a>	407-870-4600
Data Element	Dr. Leah Torres	<a href="mailto:Leah.torres@osceolaschools.net">Leah.torres@osceolaschools.net</a>	407-870-4600
Third Grade Promotion	Diana Gonzalez	<a href="mailto:Diana.gonzalez@osceolaschools.net">Diana.gonzalez@osceolaschools.net</a>	407-870-4600
Multi-Tiered System of Supports	Leah Torres	<a href="mailto:Leah.torres@osceolaschools.net">Leah.torres@osceolaschools.net</a>	407-870-4600
	Michael Ballone	<a href="mailto:Michael.ballone@osceolaschools.net">Michael.ballone@osceolaschools.net</a>	407-870-4600
Reading Endorsement	Janice Franceschi	<a href="mailto:Janice.franceschi@osceolaschools.net">Janice.franceschi@osceolaschools.net</a>	407-870-4600

### 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.*

<b>Comprehensive System of Reading Instruction Expenditures</b>	<b>Amount</b>	<b>FTE (where applicable)</b>
<b>Elementary Expenses</b>		
Literacy Coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	45,000	
Third grade summer reading camps	150,000	
Summer reading camps		
K-5 Reading Adoption Materials, early adoption to support new requirements	5,316,323.79	
<b>Secondary Expenses</b>		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	160,000	
<b>PreK-Grade 12 Expenses</b>		
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	100,000	
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		
<b>Other – Please Describe (Add additional rows as needed.)</b>		
Early Literacy Instruction VPK	50,000	
Sunshine State Readers	9,000	
<b>Estimated Sum of Expenditures</b>	<b>\$5,830,323.79</b>	

### 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 <sup>th</sup> percentile	Urgent Intervention <10 <sup>th</sup> percentile	At & Above Benchmark 40 <sup>th</sup> percentile & above	At & Above Benchmark 40 <sup>th</sup> percentile & above
VPK	<1	Less than	93	100

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

We will continue to strengthen our MTSS processes, professional learning, and curriculum resources to ensure an increase in literacy rates for 2025-2026.

**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	32	29	45	48
1	30	27	55	58
2	12	9	67	70
3	25	22	52	55
4	30	27	47	50
5	27	24	50	53
6	26	23	52	55
7	28	25	50	53
8	19	16	57	60
9	23	20	53	56
10	25	22	47	50

**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	STAR K-2 (Aug/Dec/May) STAR 3-5 (Oct/March)	STAR K-2 (Aug/Dec/May) STAR 3-5 (Oct/March)
Actions for continuous support and improvement	Provide the guidelines for small group intervention.	Formative Assessments aligned to instructed benchmarks, data used in PLC to plan for remediation and/or enrichment
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	STAR 6-8 (Oct/March)	STAR 6-8 (Oct/March)

Actions for continuous support and improvement	Provide guidelines for small group interventions aligned to instructional needs identified by STAR assessment	Formative Assessments aligned to instructed benchmarks, data used in PLC to plan for remediation and/or enrichment
<b>Grades 9-12</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	STAR 9-10 (Oct/March)	STAR 9-10 (Oct/March)
Actions for continuous support and improvement	Provide guidelines for small group interventions aligned to instructional needs identified by STAR assessment	Formative Assessments aligned to instructed benchmarks, data used in PLC to plan for remediation and/or enrichment

**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.**

Using the CERP Reflection Tool to examine and evaluate strengths and weaknesses, it was determined that two areas of focus are:

- 1) Continued professional learning for administrators
- 2) Development of a pipeline for growing new coaches

The district will continue to provide professional learning for administrators on the Science of Reading. We will add to that more professional learning on the ELA B.E.S.T. standards and effective coaching. The district will also work to develop a pipeline for growing teacher leaders, model classroom teachers, and highly effective teachers in preparation for becoming school-based literacy coaches.

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

Walkthroughs are conducted weekly by all administrators using a common walkthrough instrument. The walkthrough data is reviewed by the Literacy Leadership Team at the school's monthly Stocktake meeting. Assessment data for each grade level will also be reviewed at the school's monthly Stocktake meeting and principal/coach direct report meetings.

**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.**

The principal and reading team will ensure students receive interventions based on data from 1) PM3 FAST data, 2) PM1 FAST data, and 3) STAR K-10 data at the school level, in addition to data collected by the site-level PLC teams and individual teachers. The team will monitor interventions through MTSS (Multi-Tiered System of Support) and make decisions for support as needed. All interventions from Tier 2 and Tier 3 will be organized and tracked through the eduClimber platform. All data from all assessments and interventions is shared via EduClimber's Achievement Dashboard to the principal, who shares it with the Literacy Team. The principal will review school, teacher, and school-level data during Stocktake meetings. During the Stocktake meetings, the literacy leadership team will review monthly data and make guiding decisions for literacy instruction, and review ROI from specific interventions to determine changes to specific interventions.

**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.

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

The coaching model is communicated to principals at the same time as the Reading Plan. This occurs at the beginning of the year and is reiterated throughout the year at regular principal meetings and school visits.

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

The literacy coach model, coach roles, and responsibilities are reviewed regularly at each Literacy coach meeting, principal meetings, and support visits to the schools.

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 school-based literacy coaches through grade-alike professional learning teams which meet on a monthly basis. Each monthly meeting includes time for data analysis and instructional response as well as modeled best practices and professional learning.

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

The district requires school-based coaches to submit weekly coaching logs to identify time spent on established coaching expectations. The logs also help to identify time spent on other duties. Patterns of time spent on other/non-coaching tasks are addressed with school-based leadership. Literacy coaches are also required to have regular direct report meetings with their principal.

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

The district uses qualitative and quantitative methods to measure the effectiveness of literacy coaches. That data includes but is not limited to: documentation of coaching cycles, direct report meetings with principal, delivery of professional learning and follow up on implementation, state and district progress monitoring data, district and local formative data, slip back data, achievement and learning gains data, and data representing the school's lowest 25% and fragile subgroups.

#### 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?**

All students in the School District of Osceola County engage in Florida's Formula for Success. At the basic level, all students engage in Tier 1 instruction. Students who score on a progress monitoring assessment showing at least one targeted gap or more engage in Tier 2 intervention. Students who are learning English also engage in Tier 2 supplemental instruction and intervention to develop the L2 and improve literacy. Students who have greater gaps and need intensive interventions receive Tier 3 interventions. Students with disabilities can operate at all three levels of the intervention framework, depending on their needs in each area of literacy. The decision trees of the K-12 CERP are aligned to the Tiers of MTSS and provide specific, guided interventions for each individual level of intervention.

**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.**

Students in Pre-Kindergarten will engage in the FAST STAR Early Literacy assessment. Students will be tiered based on their emergent literacy scores. All students will receive Tier 1 instruction aligned to standards, which is presented in the Curriculum Maps. Forty percent of VPKs in Osceola are dual language that prepare emergent bilinguals to be literate in Spanish. These programs will use data from the FAST Spanish and the CBM Lectura programs to triangulate data in addition to the FAST STAR Early Literacy assessment data. Students receive instruction and intervention in both English and Spanish.

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

Our core curriculum will be Frog Street. We utilize Bright Start Early Literacy Intervention from Nemours for our literacy intervention tool. We utilize MarcoPolo and Footsteps2Brilliance as our supplemental technology resources.

**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.](#)**

We utilize Bright Start Early Literacy Intervention from Nemours for our literacy intervention tool.

**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	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
		<input checked="" type="checkbox"/> Comprehension		
FAST Star Reading	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 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?
STAR Reading	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 2 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
STAR CBM	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> 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 is identified as in need of Tier 3 interventions;
- A student in grades K-3 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
  - For kindergarten, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
  - For grades 1 and 2, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window 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 (20<sup>th</sup>) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year 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.**

As the percentiles are received from FAST PM3, students below the 10%ile for PK-2 and below the 20%ile for grade 3, or a student with a category descriptor of Level 1 will be identified as having a substantial reading deficiency. All students who are identified with a substantial reading deficiency will be demarcated in Educlimber as needing an individualized intervention plan.

K-2 students are identified as needing Tier 2 if they score a Level 2 on an end of year progress monitoring assessment, or if they score between the 11%ile and 40%ile on a progress monitoring assessment at any other point in the year. 3<sup>rd</sup> grade students are identified as needing Tier 2 if they score a level 2 on and end of the year progress monitoring assessment, or if they score between the 20%ile and 40%ile on a progress monitoring assessment at any other point in the year.

School-based MTSS coaches track student intervention data weekly. The data is tracked in order to identify trends. School-based MTSS coaches and problem-solving teams meet monthly to review data, note significant changes, and adjust interventions as needed. Data to be reviewed includes not only the above-mentioned assessments, but also weekly formative assessments, STAR CBM, and progress monitoring data (for those students who are receiving Tier2 interventions).

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

In grades 4 and 5, students are identified as needing Tier 2 if they score a level 2 on an end of year progress monitoring assessment, or if they score between the 11%ile and 40%ile on a progress monitoring on an end of year progress monitoring assessment AND they assess at any other point in the year. Students are identified as needing Tier 3 if they score a level 1 on an end of year progress monitoring assessment.

**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. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.**

The district follows a structured, data-driven process to identify K–3 students with characteristics of dyslexia and determine the need for Tier 3 intervention.

First, all students in grades K–3 are screened and monitored through universal screening and ongoing progress-monitoring tools. Students demonstrating deficiencies in one or more of the six components of reading or performing below proficiency on state or local assessments are flagged for further review. Second, diagnostic assessments, including STAR CBM (ORF) and spelling inventories, are administered to determine specific foundational skill deficits in phonological awareness, phonics, fluency, and spelling. Third, students identified through diagnostics receive targeted Tier 3 interventions aligned to their specific skill gaps. Intervention fidelity and student progress are monitored regularly using progress-monitoring data.

Finally, students who do not demonstrate adequate progress despite sustained Tier 3 intervention are referred to the problem-solving team, which reviews screening, diagnostic, progress-monitoring, and intervention data to:

- verify the presence of characteristics of dyslexia,
- determine whether current interventions require adjustment or intensification, and
- identify the need for additional supports or next steps.

Tier 3 interventions are provided to all students identified as demonstrating characteristics of dyslexia.

**3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to [s. 1008.25\(9\), F.S.](#) Name the screener(s) utilized.**

For those students who have been identified as having the characteristics of dyslexia, they will be referred to the MTSS team (which includes the parent) to discuss the possibility of additional assessments that can be administered. Our district uses the Colorado Learning Disabilities Questionnaire – Reading Subscale (CLDQ-R) Once the assessment is administered, results will be reported back to the MTSS team.

**4. Explain how the effectiveness of Tier 1 instruction is monitored.**

Tier 1 effectiveness is also monitored district created formative assessments and PLC assessment data aligned by benchmark. Additionally, STAR data is used. The effectiveness of Tier 1 instruction is measured by the identification of 80% of students performing at the 40<sup>th</sup> percentile.

**5. Explain how the effectiveness of Tier 2 interventions is monitored.**

Tier 2 interventions are monitored on a regular basis by administrators and MTSS coaches through regular classroom walkthroughs at intervention time. Attendance and intervention assigned are also documented in eduClimber. The school problem-solving team also monitors the effectiveness of Tier 2 interventions and reviews findings regularly and adjusts as needed.

## 6. Explain how the effectiveness of Tier 3 interventions is monitored.

Tier 3 interventions are monitored on a regular basis by administrators and the MTSS coach through regular classroom walkthroughs at intervention time. Attendance and intervention assigned are also documented in eduClimber. The school problem-solving team also monitors the effectiveness of Tier 2 interventions and reviews findings regularly and adjusts as needed.

### Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time 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:

Kindergarten	$\geq$ 40 Percentile on FAST ELA Assessment prior year PM3 <b>OR</b> $\geq$ 33 Percentile on FAST ELA Assessment current year PM1
Grades 1-5	Level 3,4,5 prior year PM3 <b>OR</b> current year PM1

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

Students score at or above the 40<sup>th</sup> percentile on the FAST ELA assessment AND/OR students score a 65% or higher on district/school formative assessments.

#### What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Students will receive high-quality, Tier 1 Core ELA instruction through a guaranteed and viable curriculum that is aligned to the ELA Benchmarks for Excellent Student Thinking Standards (B.E.S.T.).

- Through classroom walkthrough debriefs, teachers needing support in providing the guaranteed and viable curriculum will receive coaching support provided by coaches, district resource teachers, mentors, and/or administration.
- Administrators and district support personnel visit every classroom to collect data and ensure a guaranteed and viable curriculum is in place.
- Literacy Coaches continuously work with teachers to provide best practices in the use of pacing guides and curriculum maps to plan effective instruction.
- Based on data from state assessments, Progress Monitoring Assessments, and Standards Based formative assessments, adjustments are made to the curriculum to better align to specific areas of deficiency. Teachers provide comprehensive unit feedback as well as specific feedback on curriculum after utilizing lessons within their instruction

#### Core Instruction

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

Name of Program	Year of Program Adoption
K-5 McGraw-Hill FLORIDA WONDERS	2025-26

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Kindergarten	10-39 Percentile on FAST ELA Assessment current year PM1
Grade 1	10-39 Percentile on FAST ELA Assessment
Grade 2	10-39 Percentile on FAST ELA Assessment
Grade 3	20-39 Percentile on STAR Reading

Grade 4	10-39 Percentile on STAR Reading
Grade 5	10-39 Percentile on STAR Reading
<b>Tier 1 Instruction + Tier 2 Interventions</b>	
<b>Beginning of Year Data</b>	
<b>Students who meet the following criteria at the beginning of the school year:</b> (Enter assessment criteria that will be used.)	
Kindergarten	10-32 FAST ELA Assessment
Grades 1-5	FAST ELA Assessment Level 2 Prior Year PM3
<b>Number of times per week interventions are provided:</b> 2-4 times per week  <b>Number of minutes per intervention session:</b> A minimum of 20 minutes per session	
<b>Supplemental Instruction/Interventions</b> 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.	
<b>Name of Program</b>	<b>ESSA Evidence Level</b>
FL WONDERS Intervention Materials	Approved by the state of Florida.
Magnetic Reading	Moderate
<b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.</b>	
<b>Students with Disabilities</b>	
<b>Name of Program</b>	<b>ESSA Evidence Level</b>
<b>English Language Learners</b>	
<b>Name of Program</b>	<b>ESSA Evidence Level</b>
Lexia English	Lexia English (Lexia® English Language Development™) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Provide explicit vocabulary instruction (Strong evidence); Provide direct and explicit comprehension-strategy instruction (Strong evidence); Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence); Increase student motivation and engagement in literacy learning (Moderate evidence); Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong

		evidence). These recommendations were built into the program by integrating scaffolded vocabulary modules, explicit instruction of academic language (listening/speaking/reading/writing), embedded teacher-led lessons aligned to online adaptive pathways, and differentiated intervention pathways for Emergent Bilingual students who are below grade level. The district will support and monitor implementation of this program by forming a literacy leadership team including ELL/ESL specialists and instructional coaches who will observe classroom and small-group delivery of Lexia English, review fidelity checklists and usage reports, use student language-proficiency and reading data to form and adjust groups and monitor growth in vocabulary, comprehension, oral language, and academic English, and deliver professional learning opportunities including an initial launch workshop for teachers on Lexia English design and evidence-based components, monthly Professional Learning Communities where educators analyze student data and refine instructional use of Lexia modules and scaffolds, and instructional coaching cycles where coaches model effective use of Lexia English resources (vocabulary routines, academic discourse, teacher-led small-group lessons), co-teach with classroom teachers, and provide ongoing feedback aligned to the supported recommendations.
Language Power		Language Power does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Rating: strong evidence, strong. This recommendation is addressed through the use of the WTW curriculum which identifies students' Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation: Teach students to decode words, analyze word parts, and write and recognize words. Strong Evidence. Language Power provides explicit, systematic instruction to improve students' abilities to decode. The district will support and monitor implementation of this program by utilizing school based and district literacy coaches to monitor implementation and support of teachers. Professional learning will be provided by school and district literacy and MTSS personnel.
Pre-Teaching Lessons		Pre-Teaching Lessons do not meet strong, moderate, or promising levels of evidence;

		however, the following WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation # 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities support the program: Rating: strong evidence, strong. This recommendation is addressed through the use of Pre-Teaching curriculum which identifies and explicitly teaches key academic vocabulary to students prior to the introduction of the text(s). These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. The district will support and monitor implementation of this program by utilizing school-based and district ESOL specialists and literacy coaches to monitor implementation and support teachers. Professional learning will be provided by school and district ESOL, literacy and MTSS personnel.
<p>Students in grades k-3 are identified as having a substantial reading deficiency if they demonstrate through progress monitoring, formative assessments, or teacher observation, minimum skills in one or more of the six components of reading AND a) the student is identified as needing Tier 3 interventions, or b) the student was retained the previous year, or for K-2 a)students score below the 10<sup>th</sup> percentile or are unable to complete practice items on a grade level assessment or b) student score Level 1 on EOY assessment. For grade 3, students score below the 20<sup>th</sup> percentile on BOY or MOY assessment or Level 1 on the standardized ELA assessment.</p> <p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>Multisensory instruction is provided to students through the presentation of information both visually and orally along with tactile or kinesthetic practice including, but not limited to, markers/chips for individual phoneme segmentation and blending, counting of syllables using fingers/hand/arm, formation of letters and words using tactile components.</p>		
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b>		
Kindergarten	≤ 9 Percentile on STAR Early Literacy	
Grade 1	≤ 9 Percentile on STAR Reading	
Grade 2	≤ 9 Percentile on STAR Reading	
Grade 3	≤ 19 Percentile on STAR Reading	
Grade 4	≤ 9 Percentile on STAR Reading	
Grade 5	≤ 9 Percentile on STAR Reading	
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		

<b>Students who meet the following criteria at the beginning of the school year:</b> (Enter assessment criteria that will be used.)		
Kindergarten	≤9 Percentile on STAR Early Literacy	
Grades 1-5	Level 1 Prior Year PM3	
Grade 3	Previous Retention	
<b>Number of times per week interventions are provided:</b> 4-5 times per week  <b>Number of minutes per intervention session:</b> A minimum of 20 minutes per session		
<b>Intensive, Individualized Instruction/Interventions</b> <b>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.</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
UFLI Foundations	Moderate	
Magnetic Reading	Moderate	
Early Intervention in Reading		Early Intervention in Reading (EIR) <sup>®</sup> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <b><i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i></b> — Develop awareness of the segments of sounds in speech and how they link to letters; Teach students to decode words, analyze word parts, and write and recognize words; Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by designing explicit instruction in phonemic awareness and phonics (through use of picture-books and phoneme manipulation activities), systematic decoding and contextual analysis routines, repeated reading and writing practice, and structured small-group follow-up for students scoring low on literacy skills. The district will support and monitor implementation of this program by establishing an intervention leadership team of reading specialists and instructional coaches who will observe small-group sessions and fidelity of lesson delivery; using screening and progress-monitoring data (e.g., oral reading fluency, decoding accuracy, comprehension checks) to form and adjust student groups; and providing professional learning opportunities including an initial training workshop on EIR <sup>®</sup> instructional routines, regular PLCs (Professional Learning Communities) focused on reviewing student

		literacy data and refining intervention strategies, and coaching cycles in which coaches model intervention lessons, co-teach with interventionists, and provide feedback aligned to the supported recommendations.
Corrective Reading	Promising	
Reading Mastery		<p>Reading Mastery does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> — Develop awareness of the segments of sounds in speech and how they link to letters; Teach students to decode words, analyze word parts, and write and recognize words; Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension; and <i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i> — Teach students how to use comprehension strategies; Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content; Guide students through focused, high-quality discussion on the meaning of text; Select texts purposefully to support comprehension development; and Establish an engaging and motivating context in which to teach reading comprehension. These recommendations were built into the program by embedding systematic scripted lessons in phonemic awareness, phonics, word analysis, high-accuracy decoding and automatic word-reading, fluency practice (oral reading routines, timed readings), vocabulary development, comprehension strategy instruction, and connected-text reading with peer/teacher interaction. The district will support and monitor implementation of this program by forming a literacy leadership team comprised of instructional coaches and reading specialists who will observe fidelity of the Reading Mastery small-group/whole-group lessons and monitor teacher delivery of the scripted model; using screening and periodic progress-monitoring data (decoding accuracy, word-reading rate, fluency, comprehension checks) to form and adjust flexible intervention groups; and providing professional learning opportunities including an initial launch workshop on Reading Mastery instructional routines and fidelity; monthly Professional Learning</p>



		Communities focused on analyzing student data and refining instruction in decoding, fluency, and comprehension; and instructional coaching cycles where coaches model lessons, co-teach alongside teachers using Reading Mastery materials, and provide ongoing feedback aligned to the supported recommendations.
<b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
See above		
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Lexia English Teacher-Led Small Group Lesson		Lexia English (Lexia® English Language Development™) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Provide explicit vocabulary instruction (Strong evidence); Provide direct and explicit comprehension-strategy instruction (Strong evidence); Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence); Increase student motivation and engagement in literacy learning (Moderate evidence); Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by integrating scaffolded vocabulary modules, explicit instruction of academic language (listening/speaking/reading/writing), embedded teacher-led lessons aligned to online adaptive pathways, and differentiated intervention pathways for Emergent Bilingual students who are below grade level. The district will support and monitor implementation of this program by forming a literacy leadership team including ELL/ESL specialists and instructional coaches who will observe classroom and small-group delivery of Lexia English, review fidelity checklists and usage reports, use student language-proficiency and

		reading data to form and adjust groups and monitor growth in vocabulary, comprehension, oral language, and academic English, and deliver professional learning opportunities including an initial launch workshop for teachers on Lexia English design and evidence-based components, monthly Professional Learning Communities where educators analyze student data and refine instructional use of Lexia modules and scaffolds, and instructional coaching cycles where coaches model effective use of Lexia English resources (vocabulary routines, academic discourse, teacher-led small-group lessons), co-teach with classroom teachers, and provide ongoing feedback aligned to the supported recommendations.
<p><b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</b></p> <p>Students identified with a substantial reading deficiency will receive intervention aligned to their specific reading deficiency (phonemic awareness, phonics, fluency, vocabulary, comprehension). Intervention materials identified by the district include explicit instruction multisensory elements.</p>		
<p><b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b></p> <p>Tier 3 interventions are progress monitored using instruments aligned to students' specific area of intervention (phonemic awareness, phonics, fluency, vocabulary, comprehension) Progress monitoring is conducted on a regular basis in order to determine the effectiveness of the intervention. Data collected is examined by the school problem-solving committee to determine if the intervention is effective. If the intervention method is not proving effective, the committee then looks for different intervention options that meet the specific needs of the students.</p>		

## 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
<p><b>Schedule:</b></p> <p>Third grade reading camps are scheduled to occur on Mondays – Thursdays during the month of June. Teachers have at least 4 hours of contact with students daily.</p>

<b>Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>:</b> The district uses Magnetic Reading for summer reading camp. Students receive individualized instruction aligned to their areas of need. Summer reading camp students work on benchmarks in which they have not yet shown proficiency. Teachers may also supplement instruction with FCRR activities as deemed necessary.
<b>Alternative Assessment Used:</b> Alternative assessment used in addition to student portfolios will be SAT10.
<b>Additional Information (optional):</b> All Third-grade summer camp teachers are reading endorsed and highly effective.

**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? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 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?
STAR Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 2 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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?
STAR CBM	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

In grades 6 through 8, students are identified as needing Tier 2 if they score a Level 2 on an end of year progress monitoring assessment, or if they score between the 11%ile and 40%ile on a progress monitoring assessment at any other point in the year.

Students are identified as needing Tier 3 if they score a Level 1 on an end of year progress monitoring assessment, or if they score between the 1%ile and 10%ile on a progress monitoring assessment at any other point in the year.

School-based MTSS coaches track student intervention data weekly. The data is tracked in order to identify trends. School-based MTSS coaches and problem-solving teams meet monthly to review data, note significant changes, and adjust interventions as needed. Data to be reviewed includes not only to above-mentioned assessments, but also weekly formative assessments, STAR CBM, and progress monitoring data (for those students who are receiving Tier 2 interventions).

**10. Explain how the effectiveness of Tier 1 instruction is monitored.**

Tier 1 instruction is monitored by school-based administrators through regular classroom walkthroughs and evaluations and by literacy coach observation and in-class supports. Effectiveness is also monitored by PLC assessment data aligned with benchmarks. Additional monitoring is implemented through the use of district led classroom walkthroughs.

**11. Explain how the effectiveness of Tier 2 interventions is monitored.**

Parents of students in Tier 2 will be notified as soon as the deficiency is noted. Students will receive research-based interventions.

- Student strengths and weaknesses are identified, and progress monitored through Lexile, Fluency practice, and FAST assessments in the areas of basic reading skills, reading fluency skills, and reading comprehension.
- Student progress is regularly monitored through the site MTSS team (administrator, coach, and teachers) and the problem-solving process.
- If student progress monitoring shows a deficiency, remediation will take place in teacher/led small group instruction based on student data.
- English Language Learners will receive small group instruction to support English Language Development based on their level of proficiency.
- English Language Learners may receive additional academic scaffolds and strategies.

- English Language Learners scoring below proficiency in their L1 will receive interventions in small groups to continue developing skills.
- Walkthroughs, PLC assessment alignment and next steps, and progress monitoring will all occur.

## 12. Explain how the effectiveness of Tier 3 interventions is monitored.

Student strengths and weaknesses are identified, and progress monitored through STAR Reading and CBM assessments.

- Student progress is regularly monitored through the site MTSS Problem Solving Team (administrator, coach, and teachers).
- If student progress monitoring shows a significant reading deficiency, intervention will take place in teacher/led small group by a Reading Endorsed Teacher. Progress monitoring will include multiple student data points.
- Small group interventions, including pull-out small groups (no more than 5), will take place a minimum of four times per week.
- If Tier 3 progress monitoring data does not show a positive effect, fidelity of the intervention will be checked by the MTSS Problem Solving Team.
- If there were no issues with the fidelity of Tier 3 interventions, adjustments will be made to one of the following: amount of time, frequency, type of intervention.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
<b>Students must meet the following criteria at the beginning of the school year:</b> (Enter assessment criteria that will be used.)	
Grade 6	Level 3,4, or 5 on prior year PM3 or current year PM1
Grade 7	Level 3,4, or 5 on prior year PM3 or current year PM1
Grade 8	Level 3,4, or 5 on prior year PM3 or current year PM1
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b>	
Grade 6	≥ 39 percentile on STAR Reading
Grade 7	≥ 38 percentile on STAR Reading
Grade 8	≥ 35 percentile on STAR Reading
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> Students will receive high-quality, Tier 1 Core ELA instruction through a guaranteed and viable curriculum that is aligned to the ELA Benchmarks for Excellent Student Thinking Standards (B.E.S.T.). <ul style="list-style-type: none"> <li>• Through classroom walkthrough debriefs, teachers needing support in providing the guaranteed and viable curriculum will receive coaching support provided by coaches, district resource teachers, mentors, and/or administration.</li> <li>• Administrators and district support personnel visit every classroom to collect data and ensure a guaranteed and viable curriculum is in place.</li> <li>• Literacy Coaches continuously work with teachers to provide best practices in the use of pacing guides and curriculum maps to plan effective instruction.</li> <li>• Based on data from state assessments, Progress Monitoring Assessments, and Standards Based formative assessments, adjustments are made to the curriculum to better align to specific areas of deficiency. Teachers provide comprehensive unit feedback as well as specific feedback on curriculum after utilizing lessons within their instruction</li> </ul>	
Core Instruction	

Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
McGraw-Hill Study Sync		2021-22
<b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b>		
Grade 6	Between 10-38 percentile on STAR Reading	
Grade 7	Between 10-37 percentile on STAR Reading	
Grade 8	Between 10-34 percentile on STAR Reading	
<b>Tier 1 Instruction + Tier 2 Interventions</b>		
<b>Beginning of Year Data</b>		
<b>Students who meet the following criteria at the beginning of the school year:</b>		
Grade 6	Level 2 on prior year FAST PM3	
Grade 7	Level 2 on prior year FAST PM3	
Grade 8	Level 2 on prior year FAST PM3	
<b>Number of times per week interventions are provided:</b> 2-3 times per week  <b>Number of minutes per intervention session:</b> minimum of 20 minutes per session  <b>Course(s) where interventions take place:</b> Intensive Reading Course		
<b>Supplemental Instruction/Interventions</b>		
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)
HD Word Essentials		HD Word does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 — Build students' decoding skills so they can read complex multisyllabic words (Strong evidence); Provide purposeful fluency-building activities to help students read effortlessly (Strong evidence); Routinely use a set of comprehension-building practices to help students make sense of the text (Strong evidence); Provide students with opportunities to practice making sense of "stretch" (challenging) text that exposes them to complex ideas and information (Moderate evidence); and Improving Adolescent Literacy: Effective Classroom and Intervention Practices — Provide explicit vocabulary instruction (Strong evidence); Provide direct and explicit comprehension-strategy instruction (Strong evidence); Provide opportunities for extended

		<p>discussion of text meaning and interpretation (Moderate evidence); Increase student motivation and engagement in literacy learning (Moderate evidence); and Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by embedding systematic instruction of decoding and word-structure (syllable types, affixes, roots) through structured lessons, incorporating fluency passages and timed readings to build automaticity, integrating vocabulary and academic-word study aligned to decoding practice, scaffolding comprehension strategy instruction and discussion around complex text for older students, and offering tiered intervention modules for students reading significantly below grade level. The district will support and monitor implementation of this program by establishing a literacy intervention leadership team (secondary reading specialists and instructional coaches) who will observe small-group use of HD Word, review fidelity of lesson delivery and grouping structures; use screening and progress-monitoring data (e.g., decoding accuracy, multisyllabic word reading rate, fluency, vocabulary assessments) to form and adjust student groups; and provide professional learning opportunities including an initial launch workshop for intervention teachers on HD Word methodology, monthly Professional Learning Communities analyzing student data and refining instruction, and coaching cycles where coaches model HD Word lessons, co-teach with teachers, and provide ongoing feedback aligned to the research-supported recommendations.</p>
Voyager Rewards Secondary		<p>Voyager REWARDS Secondary does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> — Build students' decoding skills so they can read complex multisyllabic words (Strong evidence), Provide purposeful fluency-building activities to help students read effortlessly (Strong evidence),</p>

		<p>Routinely use a set of comprehension-building practices to help students make sense of the text (Strong evidence), Provide students with opportunities to practice making sense of “stretch” (challenging) text that exposes them to complex ideas and information (Moderate evidence) — and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Provide explicit vocabulary instruction (Strong evidence), Provide direct and explicit comprehension-strategy instruction (Strong evidence), Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence), Increase student motivation and engagement in literacy learning (Moderate evidence), Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by embedding explicit, systematic instruction in decoding multisyllabic words (prefixes, suffixes, vowel patterns), guided repeated-reading protocols to increase fluency, structured comprehension strategy lessons featuring text-dependent questions, scaffolded discussions and extended thinking tasks around challenging texts, direct vocabulary instruction tied to domain-specific and academic words, and tiered modules offering intensive intervention pathways led by trained specialists for secondary students who are reading below grade level. The district will support and monitor implementation of this program by establishing a literacy leadership team composed of secondary instructional coaches and reading specialists who will observe classroom and small-group delivery of REWARDS Secondary, review fidelity checklists and student engagement logs, use data from universal screeners and progress-monitoring tools to form and adjust student groups and monitor growth in decoding rate, fluency, vocabulary, and comprehension, and deliver professional learning opportunities including an initial implementation workshop introducing teachers and interventionists to the REWARDS</p>
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		<p>Secondary structure and evidence-based components, monthly Professional Learning Communities (PLCs) focused on analyzing student reading data and refining strategy-based instruction, and coaching cycles in which instructional coaches model decode-strategy lessons, fluency routines, and comprehension-discussion protocols, co-teach with classroom teachers, provide feedback, and support continuous refinement of instruction aligned to the WWC-supported recommendations.</p>
Fluency Building Activities		<p>Fluency-building activities do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the practice: <i>Providing Reading Interventions for Students in Grades 4–9</i> — Provide purposeful fluency-building activities to help students read effortlessly (Strong evidence) and Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Strong evidence); and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Increase student motivation and engagement in literacy learning (Moderate evidence) and Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the practice by designing repeated reading routines with short, appropriately leveled texts; incorporating teacher modeling, choral reading, partner reading, and performance-based tasks such as reader’s theater; and by using connected texts that provide authentic, meaningful opportunities for oral reading. Instruction emphasizes phrasing, expression, accuracy, and rate, and includes goal-setting with students to track progress and increase engagement. The district will support and monitor implementation of this practice by providing a pacing guide and recommended fluency protocols to all ELA and intervention teachers, conducting walkthroughs and fidelity checks focused on oral reading routines, monitoring growth using fluency rate and prosody rubrics</p>

		aligned with progress-monitoring tools, and offering professional learning opportunities including a fluency strategies workshop, peer-modeling rounds for fluency instruction, and coaching cycles where instructional leaders model effective fluency activities, co-teach lessons, and provide actionable feedback on student engagement and instructional delivery aligned to the WWC-supported recommendations
Comprehension Toolkit		Comprehension Toolkit – Secondary does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Provide explicit vocabulary instruction; Provide direct and explicit comprehension-strategy instruction; Provide opportunities for extended discussion of text meaning and interpretation; Increase student motivation and engagement in literacy learning; Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These recommendations were built into the program by embedding a structured course of comprehension-strategy instruction that includes modeling of expert reading (think-alouds), guided strategy lessons (e.g., activating prior knowledge, asking questions, inferring meaning, summarizing, determining importance, synthesizing), scaffolded text reading and annotation routines, collaborative discussion and peer talk around complex nonfiction/informational text, and repeated practice across content-area readings to build transfer. The district will support and monitor implementation of this program by creating a literacy leadership team (secondary ELA teachers, content-area teachers, reading specialists, coaches) who will observe strategy-lessons and discussion-based classes for fidelity; use periodic comprehension assessments and writing tasks to track student growth in vocabulary, inferencing, summarizing, analytical thinking and content-area reading comprehension; use that data to form flexible intervention or support

		groups; and provide professional learning opportunities including an initial training workshop on comprehension-strategy instruction, monthly Professional Learning Communities (PLCs) focused on planning lessons, analyzing student data, and refining discussion practices, and coaching cycles in which coaches model strategy instruction, co-teach content-area comprehension lessons, and provide ongoing feedback aligned to the supported recommendations.
Vocabulary Their Way/Words Their Way		Words Their Way : Word Study for Phonics, Vocabulary, and Spelling Instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> — Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; Develop awareness of the segments of sounds in speech and how they link to letters; Teach students to decode words, analyze word parts, and write and recognize words; Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by embedding a developmental word-study routine in which students sort words by sound, pattern, syllable type and meaning; activities traverse developmental stages (emergent → letter-name alphabetic → within-word pattern → syllables & affixes → derivational relations) so that word study, spelling, vocabulary and orthographic awareness are systematically addressed. The district will support and monitor implementation of this program by providing professional learning in word-study methodology and program routines; conducting classroom walkthroughs and fidelity- checklists to ensure word-study sorts, modeling, and student discourse occur; using student spelling/vocabulary diagnostics and progress-monitoring of word-reading and orthographic knowledge to form flexible groups and differentiate instruction; and

		offering ongoing PLCs and coaching cycles that include modeling of word-sort instruction, peer-observation of word-study groups, and review of student data tied to vocabulary/spelling growth.
<b>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, as applicable. Add additional rows as needed.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
See programs above		
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Lexia English		Lexia English (Lexia® English Language Development™) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Provide explicit vocabulary instruction (Strong evidence); Provide direct and explicit comprehension-strategy instruction (Strong evidence); Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence); Increase student motivation and engagement in literacy learning (Moderate evidence); Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by integrating scaffolded vocabulary modules, explicit instruction of academic language (listening/speaking/reading/writing), embedded teacher-led lessons aligned to online adaptive pathways, and differentiated intervention pathways for Emergent Bilingual students who are below grade level. The district will support and monitor implementation of this program by forming a literacy leadership team including ELL/ESL specialists and instructional coaches who will observe classroom and small-group delivery of Lexia English, review fidelity checklists and usage reports, use student language-proficiency and reading data to form and adjust groups and monitor growth in vocabulary, comprehension, oral language,

		and academic English, and deliver professional learning opportunities including an initial launch workshop for teachers on Lexia English design and evidence-based components, monthly Professional Learning Communities where educators analyze student data and refine instructional use of Lexia modules and scaffolds, and instructional coaching cycles where coaches model effective use of Lexia English resources (vocabulary routines, academic discourse, teacher-led small-group lessons), co-teach with classroom teachers, and provide ongoing feedback aligned to the supported recommendations.
Connect to Literacy		Connect to Literacy does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation support the program: Providing Reading Interventions for Students in Grades 4–9 (Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words, Recommendation 2. Provide purposeful fluency-building activities to help students read effortlessly, Recommendation 3. Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read, Recommendation 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. Some of the resources that are used to support this work are readings from the adopted curriculum, small group intervention materials and small group instruction. The district will support and monitor implementation of this instructional

		practice through district based and school based literacy team walkthroughs.
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b>		
Grade 6	≤9 percentile on STAR Reading	
Grade 7	≤9 percentile on STAR Reading	
Grade 8	≤9 percentile on STAR Reading	
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<b>Students who meet the following criteria at the beginning of the school year:</b> (Enter assessment criteria that will be used.)		
Grade 6	≤9 percentile on STAR Reading <b>AND</b> Level 1 prior year PM3	
Grade 7	≤9 percentile on STAR Reading <b>AND</b> Level 1 prior year PM3	
Grade 8	≤9 percentile on STAR Reading <b>AND</b> Level 1 prior year PM3	
<b>Number of times per week interventions are provided:</b> 2-4 times a week  <b>Number of minutes per intervention session:</b> minimum 20 minutes per session  <b>Course(s) where interventions take place:</b> Intensive Reading Course		
<b>Intensive, Individualized Instruction/Interventions</b> 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.		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
HD Word Essentials		Refer to Tier 2
Equipped for Reading Success		Equipped for Reading Success does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9 — Build students' decoding skills so they can read complex multisyllabic words (Strong evidence); Provide purposeful fluency-building activities to help students read effortlessly (Strong evidence); Routinely use a set of comprehension-building practices to help students make sense of the text (Strong evidence); and Improving Adolescent Literacy: Effective Classroom and Intervention Practices — Provide explicit vocabulary instruction (Strong evidence); Provide direct and explicit comprehension-strategy instruction (Strong evidence); and Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built</i>

		into the program by embedding a systematic progression of phonemic awareness activities—particularly advanced phoneme manipulation tasks that support orthographic mapping—alongside high-frequency word recognition strategies and guided reading fluency routines. Instruction is diagnostic and prescriptive, based on regular screening and progress monitoring through the Phonological Awareness Screening Test (PAST) and structured one-minute drills. The district will support and monitor implementation of this program by identifying appropriate students in grades 6–12 based on decoding performance and fluency data; forming small, flexible groups for daily intervention blocks; and providing professional learning opportunities including a launch training on Kilpatrick’s phonemic awareness framework, monthly PLCs to review student data and instructional adjustments, and coaching cycles in which interventionists receive modeling, co-teaching, and feedback aligned to the WWC-supported recommendations.
Voyager Rewards Secondary		Refer to Tier 2.
Vocabulary Their Way/Words Their Way		Refer to Tier 2.
<b>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, as applicable. Add additional rows as needed.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
See programs above		
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Lexia English Teacher-Led Small Groups		Refer to Tier 2
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b> Student strengths and weaknesses are identified, and progress monitored through STAR Reading and CBM assessments. <ul style="list-style-type: none"> <li>• Student progress is regularly monitored through the site MTSS Problem Solving Team (administrator, coach, and teachers)</li> <li>• If student progress monitoring shows a significant reading deficiency, intervention will take place in a teacher/led small group by a Reading Endorsed Teacher. Progress monitoring will include multiple student data points.</li> </ul>		

- Small group interventions including pull out small groups (no more than 5) will take place a minimum of four times per week.
- If Tier 3 progress monitoring data does not show a positive effect, fidelity of the intervention will be checked by the MTSS Problem Solving Team.
- If there were no issues with the fidelity of Tier 3 interventions, adjustments will be made to one of the following: amount of time, frequency, type of intervention

### 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	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 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?
STAR Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 2 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
STAR CBM	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> 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 are identified as needing Tier 2 if they score a Level 2 on an end-of-year progress monitoring assessment, or if they score between the 11%ile and 40%ile on a progress monitoring assessment at any other point in the year.

Students are identified as needing Tier 3 if they score a Level 1 on an end-of-year progress monitoring assessment, or if they score between the 1%ile and 10%ile on a progress monitoring assessment at any other point in the year.

School-based MTSS coaches track student intervention data weekly. The data is tracked in order to identify trends. School-based MTSS coaches and problem-solving teams meet monthly to review data, note significant changes, and adjust interventions as needed. Data to be reviewed includes not only the above-mentioned assessments, but also weekly formative assessments, STAR CBM, and progress monitoring data (for those students who are receiving Tier 2 interventions).

**15. Explain how the effectiveness of Tier 1 instruction is monitored.**

Tier 1 instruction is monitored by school-based administrators through regular classroom walkthroughs and evaluations and by literacy coach observation and in-class supports. Effectiveness is also monitored by PLC assessment data aligned with benchmarks. Additional monitoring is implemented through the use of a district classroom walkthrough tool.

**16. Explain how the effectiveness of Tier 2 interventions is monitored.**

Parents of students in Tier 2 will be notified as soon as the deficiency is noted. Students will receive research-based interventions.

- Student strengths and weaknesses are identified, and progress monitored through Lexile, Fluency practice, and FAST assessments in the areas of basic reading skills, reading fluency skills, and reading comprehension.
- Student progress is regularly monitored through the site MTSS team (administrator, coach, and teachers) and the problem-solving process.
- If student progress monitoring shows a deficiency, remediation will take place in teacher/led small group instruction based on student data.
- English Language Learners will receive small group instruction to support English Language Development based on their level of proficiency.
- English Language Learners may receive additional academic scaffolds and strategies.
- English Language Learners scoring below proficiency in their L1 will receive interventions in small groups to continue to develop literacy skills.
- Walkthroughs, PLC assessment alignment and next steps, and progress monitoring will all occur.

**17. Explain how the effectiveness of Tier 3 interventions is monitored.**

Parents of students in Tier 3 will be notified as soon as the deficiency is noted. Students will receive research-based interventions.

Student strengths and weaknesses are identified, and progress monitored through STAR Reading and CBM assessments.

- Student progress is regularly monitored through the site MTSS Problem Solving Team (administrator, coach, and teachers).
- If student progress monitoring shows a significant reading deficiency, intervention will take place in teacher/led small group by a Reading Endorsed Teacher. Progress monitoring will include multiple student data points.
- Small group interventions including pull out small groups (no more than 5) will take place a minimum of four times per week.

- If Tier 3 progress monitoring data does not show a positive effect, fidelity of the intervention will be checked by the MTSS Problem Solving Team.
- If there were no issues with the fidelity of Tier 3 interventions, adjustments will be made to one of the following: amount of time, frequency, type of intervention.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
<b>Beginning of Year Data</b>	
<b>Students must meet the following criteria at the beginning of the school year:</b> (Enter assessment criteria that will be used.)	
Grade 9	Level 3,4, or 5 prior year PM3 FAST OR currently year PM1 FAST
Grade 10	Level 3,4, or 5 prior year PM3 FAST OR currently year PM1 FAST
Grade 11	Level 3,4, or 5 prior year PM3 FAST OR above the 34th percentile on STAR Reading
Grade 12	Level 2,3,4, or 5 on Grade 10 FAST OR above the 34th percentile on STAR Reading
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> 80% of students score level 3 (on grade level) or higher on the FAST. 80% of students score 70% or higher on classroom or district progress monitoring assessments and/or reading/ELA grades.	
Grade 9	≥35 percentile STAR Reading
Grade 10	≥35 percentile STAR Reading
Grade 11	≥35 percentile STAR Reading
Grade 12	≥35 percentile STAR Reading
<b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?</b> In addition to FAST progress monitoring data, the district administers STAR assessments in October and March for selected students in grades 9–12 to monitor reading performance and identify students in need of additional supports. District-created formative assessments are administered throughout curricular units across all secondary grade levels. These formative assessments are directly aligned to the instructed benchmarks. Instructional teams regularly analyze formative assessment data to guide instructional adjustments and drive continuous improvements to Tier 1 core instruction.	
<b>Core Instruction</b> <b>Indicate the core curriculum utilized. Add additional rows as needed.</b>	
<b>Name of Program</b>	<b>Year of Program Adoption</b>
McGraw-Hill Study Sync	2021-22
<b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b>	
<b>Grade 9</b>	Between 10-34 percentile STAR Reading
<b>Grade 10</b>	Between 10-34 percentile STAR Reading
<b>Grade 11</b>	Level 1 AND/OR Level 2 on Grade 10 FAST
<b>Grade 12</b>	Level 1 Grade 10 FAST and Retakes
Tier 1 Instruction + Tier 2 Interventions	
<b>Beginning of Year Data</b>	
<b>Students who meet the following criteria at the beginning of the school year:</b> (Enter assessment criteria that will be used.)	
Grade 9	Level 2 prior year PM3 FAST AND/OR Between 10-34 percentile STAR Reading

Grade 10	Level 2 prior year PM3 FAST AND/OR Between 10-34 percentile STAR Reading	
Grade 11	Level 1 on Grade 10 PM3 FAST	
Grade 12	Level 1 on Grade 10 PM3 FAST AND/OR Grade 10 FAST Retakes	
Number of times per week interventions are provided: 2-3 times per week		
Number of minutes per intervention session: 15-20 minutes per session		
Course(s) where interventions take place: Intensive Reading; Developmental Language Arts Reading		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Voyager Rewards Secondary		Voyager Rewards Secondary does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> — Build students’ decoding skills so they can read complex multisyllabic words (Strong evidence), Provide purposeful fluency-building activities to help students read effortlessly (Strong evidence), Routinely use a set of comprehension-building practices to help students make sense of the text (Strong evidence), Provide students with opportunities to practice making sense of “stretch” (challenging) text that exposes them to complex ideas and information (Moderate evidence) — and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Provide explicit vocabulary instruction (Strong evidence), Provide direct and explicit comprehension-strategy instruction (Strong evidence), Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence), Increase student motivation and engagement in literacy learning (Moderate evidence), Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by embedding explicit, systematic instruction in decoding multisyllabic words (prefixes, suffixes, vowel patterns), guided repeated-reading protocols to increase fluency, structured comprehension strategy lessons featuring text-dependent questions, scaffolded

		<p>discussions and extended thinking tasks around challenging texts, direct vocabulary instruction tied to domain-specific and academic words, and tiered modules offering intensive intervention pathways led by trained specialists for secondary students who are reading below grade level. The district will support and monitor implementation of this program by establishing a literacy leadership team composed of secondary instructional coaches and reading specialists who will observe classroom and small-group delivery of REWARDS Secondary, review fidelity checklists and student engagement logs, use data from universal screeners and progress-monitoring tools to form and adjust student groups and monitor growth in decoding rate, fluency, vocabulary, and comprehension, and deliver professional learning opportunities including an initial implementation workshop introducing teachers and interventionists to the REWARDS Secondary structure and evidence-based components, monthly Professional Learning Communities (PLCs) focused on analyzing student reading data and refining strategy-based instruction, and coaching cycles in which instructional coaches model decode-strategy lessons, fluency routines, and comprehension-discussion protocols, co-teach with classroom teachers, provide feedback, and support continuous refinement of instruction aligned to the WWC-supported recommendations.</p>
Fluency Building Activities		<p>Fluency building activities do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the practice: <i>Providing Reading Interventions for Students in Grades 4–9</i> — Provide purposeful fluency-building activities to help students read effortlessly (Strong evidence) and Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Strong evidence); and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Increase student motivation and engagement in literacy learning (Moderate evidence) and Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the practice by designing repeated reading routines with short, appropriately leveled</p>

		<p>texts; incorporating teacher modeling, choral reading, partner reading, and performance-based tasks such as reader's theater; and by using connected texts that provide authentic, meaningful opportunities for oral reading. Instruction emphasizes phrasing, expression, accuracy, and rate, and includes goal-setting with students to track progress and increase engagement. The district will support and monitor implementation of this practice by providing a pacing guide and recommended fluency protocols to all ELA and intervention teachers, conducting walkthroughs and fidelity checks focused on oral reading routines, monitoring growth using fluency rate and prosody rubrics aligned with progress-monitoring tools, and offering professional learning opportunities including a fluency strategies workshop, peer-modeling rounds for fluency instruction, and coaching cycles where instructional leaders model effective fluency activities, co-teach lessons, and provide actionable feedback on student engagement and instructional delivery aligned to the WWC-supported recommendations.</p>
Vocabulary Their Way/ Words Their Way		<p>Words Their Way Word Study for Phonics, Vocabulary, and Spelling Instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> — Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; Develop awareness of the segments of sounds in speech and how they link to letters; Teach students to decode words, analyze word parts, and write and recognize words; Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by embedding a developmental word-study routine in which students sort words by sound, pattern, syllable type and meaning; activities traverse developmental stages (emergent → letter-name alphabetic → within-word pattern → syllables &amp; affixes → derivational relations) so that word study, spelling, vocabulary and orthographic awareness are systematically addressed. The district will support and monitor implementation of this</p>

		program by providing professional learning in word-study methodology and program routines; conducting classroom walkthroughs and fidelity-checklists to ensure word-study sorts, modeling, and student discourse occur; using student spelling/vocabulary diagnostics and progress-monitoring of word-reading and orthographic knowledge to form flexible groups and differentiate instruction; and offering ongoing PLCs and coaching cycles that include modeling of word-sort instruction, peer-observation of word-study groups, and review of student data tied to vocabulary/spelling growth.
<b>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, as applicable. Add additional rows as needed.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
See programs above		
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Lexia English		Lexia English (Lexia® English Language Development™) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Provide explicit vocabulary instruction (Strong evidence); Provide direct and explicit comprehension-strategy instruction (Strong evidence); Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence); Increase student motivation and engagement in literacy learning (Moderate evidence); Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by integrating scaffolded vocabulary modules, explicit instruction of academic language (listening/speaking/reading/writing), embedded teacher-led lessons aligned to online adaptive pathways, and differentiated intervention pathways for Emergent Bilingual students who are below grade level. The district will support and monitor implementation of this program by forming a literacy leadership team including ELL/ESL specialists and instructional coaches who will observe classroom and small-group delivery of Lexia

		English, review fidelity checklists and usage reports, use student language-proficiency and reading data to form and adjust groups and monitor growth in vocabulary, comprehension, oral language, and academic English, and deliver professional learning opportunities including an initial launch workshop for teachers on Lexia English design and evidence-based components, monthly Professional Learning Communities where educators analyze student data and refine instructional use of Lexia modules and scaffolds, and instructional coaching cycles where coaches model effective use of Lexia English resources (vocabulary routines, academic discourse, teacher-led small-group lessons), co-teach with classroom teachers, and provide ongoing feedback aligned to the supported recommendations.
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b>		
Grade 9	9 percentile and below STAR Reading	
Grade 10	9 percentile and below STAR Reading	
Grade 11	< 65% proficiency on District-created formative assessments and progress monitoring	
Grade 12	< 65% proficiency on District-created formative assessments and progress monitoring	
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<b>Students who meet the following criteria at the beginning of the school year:</b> (Enter assessment criteria that will be used.)		
Grade 9	Level 1 prior year PM3 FAST	
Grade 10	Level 1 prior year PM3 FAST	
Grade 11	Level 1 on Grade 10 FAST	
Grade 12	Level 1 on Grade 10 FAST AND/OR Grade 10 FAST Retakes	
<b>Number of times per week interventions are provided:</b> 2-4 times a week		
<b>Number of minutes per intervention session:</b> 15-20 minutes per session		
<b>Course(s) where interventions take place:</b> Intensive Reading; Developmental Language Arts Reading		
<b>Intensive, Individualized Instruction/Interventions</b> 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.		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
HD WORD Essentials		HD Word does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s)

		<p>support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> — Build students’ decoding skills so they can read complex multisyllabic words (Strong evidence); Provide purposeful fluency-building activities to help students read effortlessly (Strong evidence); Routinely use a set of comprehension-building practices to help students make sense of the text (Strong evidence); Provide students with opportunities to practice making sense of “stretch” (challenging) text that exposes them to complex ideas and information (Moderate evidence); and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Provide explicit vocabulary instruction (Strong evidence); Provide direct and explicit comprehension-strategy instruction (Strong evidence); Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence); Increase student motivation and engagement in literacy learning (Moderate evidence); and Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by embedding systematic instruction of decoding and word-structure (syllable types, affixes, roots) through structured lessons, incorporating fluency passages and timed readings to build automaticity, integrating vocabulary and academic-word study aligned to decoding practice, scaffolding comprehension strategy instruction and discussion around complex text for older students, and offering tiered intervention modules for students reading significantly below grade level. The district will support and monitor implementation of this program by establishing a literacy intervention leadership team (secondary reading specialists and instructional coaches) who will observe small-group use of HD Word, review fidelity of lesson delivery and grouping structures; use screening and progress-monitoring data (e.g., decoding accuracy, multisyllabic word reading rate, fluency, vocabulary assessments) to form and adjust student groups; and provide professional learning opportunities including an initial launch workshop for intervention teachers on HD Word methodology, monthly Professional Learning Communities analyzing student data and refining instruction, and</p>
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		coaching cycles where coaches model HD Word lessons, co-teach with teachers, and provide ongoing feedback aligned to the research-supported recommendations.
McGraw Hill Foundational Skill Lessons		<p>McGraw Hill Foundational Skills Kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:</p> <p><i>Providing Reading Interventions for Students in Grades 4-9</i> — Build students' decoding skills so they can read complex multisyllabic words; Provide purposeful fluency-building activities to help students read effortlessly; Routinely use a set of comprehension-building practices to help students make sense of the text; and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Provide explicit vocabulary instruction; Provide direct and explicit comprehension-strategy instruction; Provide opportunities for extended discussion of text meaning and interpretation; Increase student motivation and engagement in literacy learning. These recommendations were built into the program by embedding explicit, systematic instruction of phonemic awareness, phonics/word-structure, fluency drills (including timed readings and speed-practice), vocabulary development, and scaffolded connected-text reading and discussion routines. The district will support and monitor implementation of this program by forming a literacy intervention leadership team comprising reading specialists and instructional coaches who will observe intervention groups, review fidelity of small-group delivery and practice routines; use screening and progress-monitoring data (e.g., decoding accuracy, fluency rate, vocabulary growth, comprehension checks) to form and adjust student groups and pacing; and provide professional learning opportunities including an initial launch training on the Foundational Skills Kit methodology, monthly Professional Learning Communities focused on analyzing student data and refining instruction, and instructional coaching cycles in which coaches model intervention lessons, co-teach with teachers, and provide ongoing feedback aligned to the supported recommendations.</p>
Equipped for Reading Success		Equipped for Reading Success does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide

		<p>Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i> — Build students’ decoding skills so they can read complex multisyllabic words (Strong evidence); Provide purposeful fluency-building activities to help students read effortlessly (Strong evidence); Routinely use a set of comprehension-building practices to help students make sense of the text (Strong evidence); and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> — Provide explicit vocabulary instruction (Strong evidence); Provide direct and explicit comprehension-strategy instruction (Strong evidence); and Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by embedding a systematic progression of phonemic awareness activities—particularly advanced phoneme manipulation tasks that support orthographic mapping—alongside high-frequency word recognition strategies and guided reading fluency routines. Instruction is diagnostic and prescriptive, based on regular screening and progress monitoring through the Phonological Awareness Screening Test (PAST) and structured one-minute drills. The district will support and monitor implementation of this program by identifying appropriate students in grades 6–12 based on decoding performance and fluency data; forming small, flexible groups for daily intervention blocks; and providing professional learning opportunities including a launch training on Kilpatrick’s phonemic awareness framework, monthly PLCs to review student data and instructional adjustments, and coaching cycles in which interventionists receive modeling, co-teaching, and feedback aligned to the WWC-supported recommendations.</p>
Fluency Building Activities		Refer to Tier 2.
Vocabulary Their Way Words Their Way		Refer to Tier 2.
<b>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, as applicable. Add additional rows as needed.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
See the above programs		

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia English Teacher-Led Small Groups		Refer to Tier 2
<b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b> Student strengths and weaknesses are identified, and progress monitored through STAR Reading and CBM assessments. <ul style="list-style-type: none"> <li>• Student progress is regularly monitored through the site MTSS Problem Solving Team (administrator, coach, and teachers).</li> <li>• If student progress monitoring shows a significant reading deficiency, intervention will take place in teacher/led small group by a Reading Endorsed Teacher. Progress monitoring will include multiple student data points.</li> <li>• Small group interventions, including pull-out small groups (no more than 5) will take place a minimum of four times per week.</li> <li>• If Tier 3 progress monitoring data does not show a positive effect, fidelity of the intervention will be checked by the MTSS Problem Solving Team.</li> <li>• If there were no issues with the fidelity of Tier 3 interventions, adjustments will be made to one of the following: amount of time, frequency, type of intervention.</li> </ul>		

#### 5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.f.—j., 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
Reading Difficulties, Disabilities, and Dyslexia (20-hour course)	District Level Administrator, School Level Administrators, K-12 Instructional Personnel	From FDLRS, this course provides information surrounding the Science of Reading, components of reading, explicit instruction, multisensory instruction, as well as information on characteristics of dyslexia and conditions for learning.

Structured Literacy Through a Multi-Sensory Approach (20-hour course)	District Level Administrator, School Level Administrators, K-12 Instructional Personnel	From FDLRS, this course provides information surrounding the Science of Reading, components of reading, explicit instruction, multisensory instruction, as well as information on characteristics of dyslexia and conditions for learning.
Exploring Explicit Reading Instructions (40-hour course)	District Level Administrator, School Level Administrators, K-12 Instructional Personnel	Modeled after the FDLRS courses, this course provides information surrounding the Science of Reading, components of reading, explicit instruction, multisensory instruction, as well as information on characteristics of dyslexia and conditions for learning.
Reading Endorsement	Administrators, K-12 Instructional Personnel	District courses and reading endorsement programs accepted by the School District of Osceola County. Approved by the state and noted in our district Professional Learning Plan.
Reading Endorsement Micro-Credential	Administrators, K-12 instructional Personnel, and Paraprofessionals	Provided by the Lastinger Center
K-12 Benchmark Training	K-12 Instructional Personnel	Created by Just Read, Florida, this course introduces teachers to Florida's BEST benchmarks and supports their understanding of the full intent of the benchmarks at each grade level.
FL WONDERS Training	District level coaches, School-based coaches, Instructional personnel	Orientation to and support for our newly adopted Tier 1 instructional materials. provided by McGraw-Hill.
Charge Up	K-10 School-based personnel, PLC Leads	Designed as a train the trainer model, this course is conducted quarterly to provide modeling and support for the delivery of upcoming curriculum. The course focuses on evidence based best practices, AVID strategies, collaboration, student progress tracking, data analysis, curriculum pacing, and instructional delivery.
Literacy Coach Professional Learning and Leadership	K-12 School based literacy coaches	Monthly professional learning for school-based literacy coaches focusing on curriculum materials and pacing, planning, instructional delivery, coaching, assessments, and data analysis.
<b>Instructional Personnel and Certified PreK Teachers</b> <b>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.</b>		

Professional development opportunities for instructional personnel and certified PreK teachers include pathways for reading endorsement micro credentialing as well as district professional learning such as Reading Deficiencies and Dyslexia (RDD) and Science of Reading.

#### **Differentiated Professional Learning**

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

In addition to state progress monitoring, the district utilizes STAR Reading between state progress monitoring. The district also provides weekly (elementary level) and bi-weekly (secondary level) standards-based progress monitoring assessments. Individualized school support from the district is provided based on analysis of the data at school, grade, teacher, and student levels.

#### **Mentor Teachers**

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

The district's LEARN program supports schools and teachers by identifying high performing teacher leaders and having them serve as mentor teachers at each school site. These teachers receive training in instructional planning, coaching, and mentoring from district level mentor teachers. The school-based mentor's classroom serves as a model classroom for other teachers.

#### **Professional Learning Time**

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

All schools within the district provide time each week for professional learning and planning (PLC). During this time, teachers meet by grade level and subject to analyze data, examine student artifacts and reflect on instructional practices, plan in response to student achievement, and receive support in their content area from school-based leadership.

### **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.**

<b>Name of Tutoring Program</b>	<b>Target Audience</b>	<b>Description</b>
Varsity Tutors	K-8	Varsity tutors assist in providing remediation for students who are performing below proficiency in reading and mathematics.
One-on-One Tutoring	K-8	One-on-one tutoring provides individualized, on-demand tutoring for students who are performing below proficiency in reading and mathematics.

### **7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.o., 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 to state law, parents of students identified with a substantial deficiency in reading are notified in writing. Documentation provided to parents includes what interventions the student is receiving. Changes in intervention programs and levels of intervention are communicated.

**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 School District of Osceola County will continue to encourage and promote student participation in the New Worlds Reading Initiative. Information on the NWRI is included in the letter that goes to families when their students are placed in either Tier2 or Tier3 reading interventions to provide them with awareness and resources for getting further support for their students' growth. Information and promotion of the New Worlds Reading Initiative will also be disseminated through social media, family literacy nights, Celebrate Literacy Week, parent/teacher conferences, and summer reading camp.

**8) 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
BD	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes 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.
BD	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <a href="#">s. 1008.25(4)(c), F.S.</a> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <a href="#">Rule 6A-6.053(6)(c), F.A.C.</a>
BD	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 <a href="#">s. 1012.34, F.S.</a> 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.
BD	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
BD	e. All literacy coaches in the district meet the minimum qualifications described in <a href="#">Rule 6A-6.053(4), F.A.C.</a>
BD	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.
BD	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
BD	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
BD	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):  
Beth Davis, Authorized Representative

Signature: <i>Beth Davis</i>	Date: <i>December 5, 2025</i>
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House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

## 9) Highly Effective Teachers

**Describe how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), from kindergarten to grade 2.**

The district works with school administrators to ensure that the best possible candidate for each school (based on each school's unique needs) is selected to serve as a primary (K-2) classroom teacher. Some of the unique needs considered include demographic factors, school grade, school proficiency and learning gains, and school success with the lowest quartile. Teachers receiving a highly effective rating in student performance and in their overall rating are identified and given schedule assignments first.