

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	Adrienne Howard	adrienne.howard@palmbeachschools.org	561-434-8454
Data Element	Paul Houchens	paul.houchens@palmbeachschools.org	561-434-8851
Third Grade Promotion	Christina Watson	christina.d.watson@palmbeachschools.org	561-434-8015
Elementary English Language Arts 3-5	Christina Watson	christina.d.watson@palmbeachschools.org	561- 963-3875
Elementary English Language Arts K-2	Vivian Holcombe	vivian.holcombe@palmbeachschools.org	561-434-8015
Secondary English Language Arts / 6-12 Reading Intervention	Tara Baruch	taramarie.baruch@palmbeachschools.org	561-434-8638
Multi-Tiered System of Supports	Bryan Russell	bryan.russell@palmbeachschools.org	561-804-3277
K-5 Reading Intervention/Summer Reading Camp	Mary Ann Colbert	maryann.colbert@palmbeachschools.org	561-434-8854
Reading Endorsement	Mary Ann Colbert	maryann.colbert@palmbeachschools.org	561-434-8854
Exceptional Student Education	Carrie Rullo	carrie.rullo@palmbeachschools.org	561-434-8973
Early Childhood Education	M.J. Steele	m.j.steele@palmbeachschools.org	561-969-5884
Multicultural Education	Sonia Birch	sonia.birch@palmbeachschools.org	561-434-8798

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	224,830	
Third-grade summer reading camps	2,000,000	
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	369,199	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	735,074	
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.)	3,772,448	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Professional Development	2,324,180	18.5
Estimated Sum of Expenditures	9,425,731	18.5

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	1.4%	1%	91.3%	92%

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

To improve literacy outcomes for Voluntary Prekindergarten (VPK) students, the district will implement a data-driven approach informed by a comprehensive analysis of student performance data. This process includes the following key strategies:

- **Data Analysis and Identification of Gaps:**

The district will analyze VPK assessment data (ie. Star Early Literacy assessment) to identify trends in key literacy domains. This analysis will highlight skill gaps, subgroups in need of additional support, and classrooms where instructional effectiveness may vary.

- **Targeted Instructional Support:**

Based on the data, differentiated instruction will be prioritized. Teachers will use small-group and one-on-one instruction to address specific literacy skill deficits. Evidence-based early literacy

programs and interventions will be deployed, emphasizing foundational skills like letter recognition, rhyming, and oral language development.

- **Progress Monitoring and Adjustments:**

The district will implement regular progress monitoring to evaluate student growth and adjust instruction in real time. At the end of each progress monitoring period, data will be reviewed to evaluate the effectiveness of instructional strategies and interventions. Teachers will create an individualized progress monitoring plan and instructional support plan for any child falling below the 25th percentile at Star PM2.

- **Professional Development:**

Teachers will receive ongoing professional learning aligned to the science of reading and best practices in early literacy, including CLASS assessments. Curriculum and Instructional coaches, as well as outside agencies, such the Division of Early Learning, will provide professional development opportunities that focus on improving Instructional Support within CLASS, specifically around language modeling, concept development, and providing high-quality feedback. Training will also focus on using formative data to guide instruction, integrating literacy across the curriculum, and employing strategies to support English Language Learners and students with developmental delays.

- **Family Engagement:**

Recognizing the importance of family involvement, the district will provide parents with resources to support literacy development at home. Take-home materials and digital platforms will help families reinforce skills outside the classroom.

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	21	19	56	58
1	27	25	57	59
2	29	27	50	54
3	21	19	59	61
4	17	15	62	64
5	16	14	63	65
6	17	15	63	65
7	15	13	65	67
8	16	14	64	66
9	18	16	60	62
10	16	14	65	67

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	The following data will be collected and reviewed at least three times per year: FAST-STAR Early Literacy, FAST-STAR Reading, iReady Inform, Benchmark Advance/Adelante, Amira (ISIP) at BOY, MOY, and EOY, Principal and Supervisor Dashboard, FAST ELA Progress Monitoring Reports CORE Phonics Survey (K-2) Individual Student Report (Florida Reporting System) FAST ELA Progress Monitoring Summary Report (0690) RI Level of Support (SIS Advanced Report) Reading Intervention Student Compliance Listing Report (EDW 0529)	The following data will be collected and reviewed at least three times per year: FAST-STAR Early Literacy, FAST-STAR Reading, i-Ready Inform Diagnostics, Benchmark Advance/Adelante , FSQs/USAs, Amira (ISIP) at BOY, MOY, and EOY, Principal and Supervisor Dashboard, FAST ELA Progress Monitoring Reports Individual Student Report (Florida Reporting System) FAST ELA Progress Monitoring Summary Report (0690) RI Level of Support (SIS Advanced Report) Reading Intervention Student Compliance Listing Report (EDW 0529) IEPs (IEPs are reviewed annually, and parents must also be informed of their child's progress toward his/her annual IEP goals at least as often as their non-disabled peers receive progress reports during each marking period.) ELL Plans (Updated annually at the beginning of the school year and when services change.) Individual Student Progress Monitoring Plans (PMPs) Academic Intervention Plan (Intervention plans through SBT are monitored every 8-10 weeks.
Actions for continuous support and improvement	District Literacy Teams, such as Early Childhood (PreK), Core (Tier 1) ELA, and Elementary team members, K-12 Reading	School Level Literacy Leadership Teams Grade-level teams will meet throughout the year to review data and adjust professional learning for teachers and progress monitoring/instructional plans

	Intervention, Multicultural, ESE, MTSS/ST, Regional/Instructional Superintendent, as well as school principal, will collaborate in a variety of ways to ensure that all members are working together in a cohesive way to identify priorities and support schools. Data results will drive the development of systematic structures of support (professional learning, school support, etc.) to meet the needs of the teachers so they can best meet the needs of their students.	for students to best meet their needs. School Level Literacy Leadership Teams will partner with District leaders and specialists to establish a systematic structure for identifying lead teachers at the school level who can help support and/or train at the school level based on identified needs.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Collected and reviewed at least three times per year: FAST ELA, HMH Read 180/Code, FastBridge AUTOREading and aReading Screeners, Achieve 3000, USAs/FSQs, Principal and Supervisor Dashboard, FAST ELA Progress Monitoring Summary Report, and Individual Student Report (Florida Reporting System)	Collected and reviewed at least three times per year: FAST ELA, HMH Read 180/Code, FastBridge AUTOREading, and aReading Screeners, Achieve 3000, USAs/FSQs, Principal and Supervisor Dashboard, FAST ELA Progress Monitoring Summary Report, and Individual Student Report (Florida Reporting System)
Actions for continuous support and improvement	District Literacy Teams, such as Core (Tier 1) ELA Secondary team members, K-12 Reading Intervention, Multicultural, ESE, MTSS/ST, Regional/Instructional Superintendent, as well as school principal, will collaborate in a variety of ways to ensure that all members are working together in a cohesive way to identify priorities and support schools. Data results will drive the development of systematic	School Level Literacy Leadership Teams and grade-level teams will meet across the year to review data and adjust professional learning for teachers and progress monitoring/instructional plans for students to best meet their needs. School Level Literacy Leadership Teams will partner with District leaders and specialists to establish a systematic structure for identifying lead teachers at the school level who can help support and/or train at the school level based on identified needs.

	structures of support (professional learning, school support, etc.) to meet the needs of the teachers, so they can best meet the needs of their students.	
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Collected and reviewed at least three times per year: FAST ELA, FastBridge AUTOreading and aReading Screeners, Achieve 3000, USAs/FSQs, Principal and Supervisor Dashboard, FAST ELA Progress Monitoring Summary Report, and Individual Student Report (Florida Reporting System).	Collected and reviewed at least three times per year: FAST ELA, FastBridge AUTOreading and aReading Screeners, Achieve 3000, USAs/FSQs, Principal, and Supervisor Dashboard, FAST ELA Progress Monitoring Summary Report, and Individual Student Report (Florida Reporting System).
Actions for continuous support and improvement	District Literacy Teams, such as Core (Tier 1) ELA Secondary team members, K-12 Reading Intervention, Multicultural, ESE, MTSS/SBT, Regional/Instructional Superintendent, as well as school principal, will collaborate in a variety of ways to ensure that all members are working together in a cohesive way to identify priorities and support schools. Data results will drive the development of systematic structures of support (professional learning, school support, etc.) to meet the needs of the teachers, so they can best meet the needs of their students.	School Level Literacy Leadership Teams and grade-level teams will meet across the year to review data and adjust professional learning for teachers and progress monitoring/instructional plans for students to best meet their needs. School Level Literacy Leadership Teams will partner with the District Level Literacy specialists to establish a systematic structure for identifying lead teachers at the school level who can help support and/or train at the school level based on identified needs.

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.

Based on the Reflection Tool findings and group discussion, the following sections of the CERP have been revised as explained below:

(4)(4) Standards, Curriculum, and Reading Instruction Revised to include:

To ensure robust oversight of literacy instruction across all instructional tiers (Tiers 1-3), principals will complete at least 5 literacy-focused classroom walkthroughs each week using a standardized Literacy Walkthrough Tool, which outlines a unified definition of "evidence-based literacy/intervention practices" across all school sites. To support this initiative, administrators will receive calibration training on evidence-based reading practices to establish clear instructional "look-fors." Regional and Instructional Superintendents will monitor principals' use of the Walkthrough Tool by conducting periodic walkthroughs to ensure its effectiveness.

Shared accountability and continuous improvement will be maintained through monthly district reviews of transparent feedback logs, oversight from Regional Superintendents, and dedicated collaborative time during staff meetings to analyze and discuss campus-wide instructional trends.

(5) Professional Learning Revise to Include

To maximize instructional impact, Professional Learning Community (PLC) time is dedicated exclusively to collaborative data analysis and instructional planning. Teams will receive professional learning on and use a standardized agenda with specific time blocks to review data, identify student needs, and plan literacy strategies. For shared accountability, completed agendas are submitted to a centralized digital folder, allowing administrators to review progress weekly and offer targeted support.

Additionally, district Professional Learning (PL) sessions are designed to be continuous, structured, and highly focused on essential content. By incorporating Universal Design for Learning (UDL) and a "train-the-trainer" model, these inclusive, multi-track sessions ensure sustained professional growth and ongoing knowledge sharing for all teachers.

To successfully apply new learning in day-to-day classroom instruction and support student achievement, District and School Leaders, along with school literacy leadership teams, will work together to create school-level systems for continuous coaching and learning from Professional Learning sessions.

(3)(B)(1) Literacy Leadership Revise to Include

To sustain district-wide literacy momentum and ensure transparency, literacy goals, performance data, and cross-curricular professional learning schedules will be systematically incorporated into the Superintendent's weekly communications. These communications will emphasize the implementation of aligned instructional practices across all schools to promote coherence and consistency in literacy instruction.

To support implementation integrity and capacity building, each school will maintain a comprehensive tracking system documenting staff participation in district-approved literacy professional development. This system will provide ongoing visibility into training completion, identify gaps, and inform future professional

learning planning.

Shared accountability will be reinforced through a structured reporting process. School Leaders will submit quarterly progress reports to the District Leadership Team (LLT), including walkthrough data that reflects the degree to which aligned instructional practices are evident in classroom instruction. These data will be used to assess implementation, guide decision-making, and support continuous improvement.

Clear delineation of roles is essential to this effort. District leaders are responsible for establishing vision, providing resources, and monitoring implementation. School leaders are responsible for ensuring implementation integrity, facilitating professional learning, and monitoring instructional quality. Teachers are responsible for delivering standards-aligned literacy instruction and actively engaging in ongoing professional development.

All initiatives will be continuously monitored for both compliance and effectiveness through the archiving of weekly communications and the systematic review of campus-level quarterly reports. This process will ensure sustained focus, organizational coherence, and measurable progress toward district literacy goals.

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

Principals will monitor the implementation of the CERP by:

- Sharing the CERP plan with staff in faculty meetings and PLCs after each trimester with the Literacy Leadership Team to ensure the CERP is being implemented effectively.
 - To ensure robust oversight of literacy instruction across all instructional tiers (Tiers 1-3), principals will complete at least 5 literacy-focused classroom walkthroughs each week using a standardized Literacy Walkthrough Tool, which outlines a unified definition of "evidence-based literacy/intervention practices" across all school sites.
 - To support this initiative, administrators will receive calibration training on evidence-based reading practices to establish clear instructional "look-fors." Regional and Instructional Superintendents will monitor principals' use of the Walkthrough Tool by conducting periodic walkthroughs to ensure its effectiveness.

● **Participate in District-led training** focused on High Yield Strategies to support and monitor the implementation of the reading plan. Key focus areas include:

- Standards-Based Instruction and Student Tasks
- Monitoring and Formative Assessment
- Differentiation
- Student Engagement and Participation

Implement the District-wide Coaching Model to build instructional capacity for District and School leaders, coaches, and teachers, ensuring high-quality instruction for every student.

Clear delineation of roles is essential to this effort. District leaders are responsible for establishing vision, providing resources, and monitoring implementation. School leaders are responsible for ensuring implementation integrity, facilitating professional learning, and monitoring instructional quality. Teachers are responsible for delivering standards-aligned literacy instruction and actively

engaging in ongoing professional learning.

All initiatives will be continuously monitored for both compliance and effectiveness by archiving weekly communications and systematically reviewing campus-level quarterly reports. This process will ensure sustained focus, organizational coherence, and measurable progress toward district literacy goals.

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

Principals will monitor the collection and utilization of assessment and progress monitoring data through established school-level data review and tracking processes. School leaders will ensure that required assessment and progress monitoring data are collected and reviewed regularly with instructional teams to identify trends, determine instructional needs, and identify students requiring additional support or intervention. Principals will monitor how these data are used to inform instructional planning, differentiation, intervention, and adjustments to student supports. Walkthrough data will be reviewed alongside student performance and progress monitoring data to determine whether aligned instructional practices are being implemented and whether additional instructional adjustments or supports are needed.

School leaders will submit quarterly progress reports to the District Leadership Team (DLT), providing data on student progress and implementation. The DLT will use these data to identify gaps, guide decision-making, and support continuous improvement. Literacy performance data and identified needs will also inform district communication and future professional learning to ensure instructional practices and supports remain aligned to student needs.

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

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

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

☒ Yes

☐ No

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

N/A

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

A meeting is conducted with the school's principal, Literacy Leadership Team, literacy coach, and District administrator. In this meeting, the role of the coach is thoroughly reviewed.

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

The District will offer coaching and support in making a plan with their principals around implementing a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

The District will offer opportunities for literacy coaches to work towards earning their Literacy Coach Endorsement, online or in-person, through state-approved tracks. Literacy Coaches/Literacy Leaders will attend monthly professional learning sessions.

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?

District literacy specialists assist coaches on how to adjust their coaching practices based on individual school evidence and data. This includes the establishment of centralized school literacy goals and action plans. Ongoing professional learning is provided in quality reading instruction and infusing reading strategies into instruction, data analysis, and goal setting for differentiated instruction.

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

District Literacy Specialists conduct support visits to assist them in implementing the literacy coaching model aligned to the specific needs of their school based on the most current data. In addition, the District Literacy Specialists further reinforce the District initiatives and offer individual support to coaches when needed. Site visits to schools include conversations between District staff, coaches, and teachers, to collaboratively determine the next action steps, which will further promote effective literacy practices throughout the school.

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

Literacy coaches are school-based, and their effectiveness is measured through multiple sources of evidence, including coaching activities and teacher support, classroom walkthrough data, implementation of district-approved literacy practices, and student performance and progress monitoring data. Principals review these data to determine the extent to which coaching support is contributing to strengthened instructional practices and improved implementation of evidence-based literacy instruction.

Principals work collaboratively with literacy coaches to identify trends in teacher practice and student performance, determine the impact of coaching support, and identify areas requiring additional or adjusted support. The District Leadership Team collaborates with principals and literacy coaches to review implementation and student outcome data, provide feedback, and ensure coaching efforts remain aligned with district literacy goals and identified school and student needs. Findings from this ongoing review are used to refine coaching priorities, strengthen coaching practices, and support continuous improvement.

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?

Professional learning sessions in Palm Beach explicitly align with Florida's Formula for Reading Success. The district's strategic plan prioritizes enhancing literacy instruction in the five components of reading for grades PreK–3. These sessions provide targeted professional development focused on effective core (Tier 1) instruction, small group strategies, and the use of assessments to inform instruction. Educators receive practical guidance on scaffolding and differentiating instruction to meet the diverse needs of all learners, including students with exceptionalities (ESE) and multilingual learners.

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

The District's Voluntary Prekindergarten (VPK) and Head Start programs follow all contracts and local, state, and federal laws and mandates.

Assessment planning includes:

- Administration of the F.A.S.T. Star Early Literacy assessment to all VPK students three times a year for progress monitoring
- Administration of formative curriculum assessments and Frog Street Press in Head Start
- PreK ESE uses Frog Street Press and GOLDFinch for progress monitoring of curriculum and instruction.
- Classroom Assessment Scoring System (CLASS) observations conducted annually to measure the quality of teacher-child interactions, including scores for the Instructional Support domain.

Literacy, Standards, and Curriculum planning include:

- Professional development for teaching team members - including a state-mandated standards course for lead teachers - Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (VFSP) as well as state-mandated 15 hours of Emergent Literacy training. To encourage assistant teachers to take this training, the District provides a training stipend for their course completion.
- Use of curriculum aligned to state standards: Connect4Learning, Creative Curriculum, and Frog Street Press
- Curriculum and standards use are supported by onsite and virtual coaching and virtual "office hours" where teaching team members share their progress with curriculum implementation and receive updates and tips from Department staff.

- Daily lesson plans that relate to the curriculum and standards are produced by teachers that include four major components:
 - Whole group time
 - Small group time
 - Center time
 - Read aloud time

Instruction planning includes:

- Teachers use assessment results, Star Early Literacy, curriculum formative assessments, along with daily observations, to inform instruction for individual students, primarily during Small Group time, although learning occurs during all hours of the day.
- The efficacy of teaching team adult-child interactions is measured by the Classroom Assessment Scoring System (CLASS) tool in all VPK classrooms in three domains - Emotional Support, Classroom Organization, and Instructional Support. Informal observations are conducted by Department of Early Childhood coaches, and an annual formal assessment is conducted by staff from the Early Learning Coalition. The CLASS domains and dimensions are based on developmental theory, with research suggesting that interactions between children and adults are the primary way of supporting children's development and learning, and that effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms.

Support planning includes:

- Professional learning is provided by the Department of Early Childhood Education, both in person and virtually.
- Onsite and virtual coaching based on observations and data from assessments is provided through assigned coaching and professional learning.
- Training is available and provided through community and state organizations, including the Early Learning Coalition, Division of Early Learning, and Palm Beach State College.
- Scholarships for college-level credit courses are available for VPK teaching team members through funding from the Children's Services Council.

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

- The FrogStreet Curriculum is used in our Head Start and ESE classrooms.
- Connect4Learning Curriculum is used in our non-Head Start VPK classrooms.
- Creative Curriculum for Preschool in 17 pilot classrooms.
- Jump Start Literacy is used in our 17 pilot classrooms for direct instruction on developmentally appropriate phonological awareness activities.
- Heggerty Phonological Awareness is used in our VPK classrooms for direct instruction on developmentally appropriate phonological awareness activities.

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.](#)

For students having a substantial deficiency in early literacy skills the following intervention options are used:

- **Heggerty PreK Phonemic Awareness:** This curriculum provides systematic phonological awareness lessons that supplement our core curriculum.
- **Teaching Strategies Kickstart Literacy:** This is an additional resource used in our Creative Curriculum pilot classrooms that will provide systematic phonological awareness lessons that supplement the curriculum.
- **Age of Learning My Reading Academy:** This online learning program is grounded in the Science of

Reading. Its adaptive technology places students in their unique pathway to learning through interactive games that teach phonological awareness, vocabulary, and comprehension.

- **Small Group Instruction:** Through the use of formative and observational assessments, teachers plan and deliver targeted intervention small group lessons. Teachers identify each child's specific needs and use purposeful questioning, modeling, and hands-on activities to build language and literacy skills. These activities are based in the Science of Reading. They can be found through FCRR.org, as well as our state-approved curricula.
- **Planned In-Context Instruction in Learning Centers:** Through the use of formative and observational assessments, teachers plan and deliver specific interventions during learning centers. Using these observations, teachers identify specific skill gaps and use intentional questioning, guided play, and scaffolded support to build students' language, literacy, and cognitive skills within the context of their work. This approach ensures that interventions are meaningful, individualized, and seamlessly integrated into daily learning experiences.

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ All Students ☒ Select Students			
ACCESS for ELLs A suite of summative English Language Proficiency Assessments and a WIDA Language Development Standards-based reference test	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
CORE Phonics Survey	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Phonics	☒ Screening ☒ Progress Monitoring	☒ 3 x Year

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 (10th) 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 (10th) 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 (20th) 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.

All students in Grades K-3: When identifying students with a reading deficiency or substantial deficiency in reading, the District follows this process:

1. Review students' end of previous school year data, along with the most recent FAST-STAR or FAST-ELA, iReady Inform, Amira (Dual Language schools only), and FSQs, USAs. Schools must consider additional teacher-administered formative assessments when utilizing the District Decision Trees and Guides to determine a student's need for additional support, Supplemental (Tier 2) or Intensive (Tier 3), and a learning target, such as: FastBridge Measures by Grade Level, CORE Phonics (English & Spanish), DIBELS (English), classroom observations [Observation of Reading Behaviors (ORB), or Decoding Oral language and Comprehension Document (DOC)], etc. If referral to SBT is under consideration, the data MUST include at least one additional teacher-administered formative assessment measure.
 - a. If the student falls below grade level expectations, refer to the grade-specific Decision Tree Guides, which provide publisher criteria for identifying students with a reading deficiency (Supplemental Tier 2 Intervention) or substantial deficiency (Supplemental Tier 2 and Intensive Tier 3 Interventions).

- b. If the students meet the publisher's criteria outlined in the grade-specific Decision Tree Guides for a reading deficiency or substantial reading deficiency, then analyze the information further on the standardized assessment(s) above to determine the components of reading (Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension) and targeted next steps for instruction (i.e., phonics--short vowels, text processing--monitoring, reading comprehension (e.g., central idea, etc.).
- c. Provide Supplemental (Tier 2) and/or Intensive (Tier 3) explicit intervention in alignment with (Tier 1) instruction to meet the needs of students daily. Time allotted is prescriptive to the system, program, and/or strategy being implemented and the level of support needed.

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

Grades 4-5: When identifying students with a reading deficiency or substantial deficiency in reading, the District follows this process:

1. Review students' end of previous school year data, along with the most recent FAST-STAR or FAST-ELA, iReady Inform, Amira (Dual Language schools only), and FSQs, USAs. Schools must consider additional teacher-administered formative assessments when utilizing the District Decision Trees and Guides to determine a student's need for additional support, Supplemental (Tier 2) or Intensive (Tier 3), and a learning target, such as: FastBridge Measures by Grade Level, CORE Phonics (English & Spanish), DIBELS (English), classroom observations [Observation of Reading Behaviors (ORB), or Decoding Oral language and Comprehension Document (DOC)], etc. If referral to SBT is under consideration, the data MUST include at least one additional teacher-administered formative assessment measure.

- a. If the student falls below grade level expectations, refer to the grade-specific Decision Tree Guides, which provides publisher criteria for identifying students with a reading deficiency (Supplemental Tier 2 Intervention) or substantial deficiency (Supplemental Tier 2 and Intensive Tier 3 Interventions).
- b. If the students meet the publisher's criteria outlined in the grade-specific Decision Tree Guides for a reading deficiency or substantial reading deficiency, then analyze the information further on the standardized assessment(s) above to determine the component of reading where the intervention needs to start (phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension) and the target area.
- c. Provide Supplemental (Tier 2) and/or Intensive (Tier 3) explicit intervention in alignment with (Tier 1) instruction to meet the needs of students daily. Time allotted is prescriptive to the system, program, and/or strategy being implemented and the level of support needed.

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

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

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

The District's process for identifying grades K-3 students with characteristics of dyslexia includes:

Students who exhibit characteristics of dyslexia, such as demonstrated needs in phonics, phonological awareness, phonological memory, blending, or fluency (as evidenced by FAST Star/Fast Cambium or iReady Inform results, formative assessments, or teacher observation), and who are not meeting grade-level standards. The development of a progress-monitoring plan and initiation of intensive (Tier 3) intervention to address identified skill deficits will take place and students will be monitored in a variety of problem-solving venues to ensure needs are addressed.

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

The district utilizes **FastBridge** for additional screening of students who demonstrate characteristics of dyslexia, pursuant to s. 1008.25(9), F.S. Students may be identified as needing additional screening based on multiple sources of data, including FAST Star/Cambium, i-Ready Inform, formative assessments, and teacher observations.

When a student demonstrates ongoing difficulties with foundational reading skills, including phonological awareness and decoding, the appropriate district-identified **FastBridge assessment(s)** are administered. The specific FastBridge assessment(s) utilized vary by grade level and are administered in accordance with district screening procedures.

This additional screening is embedded within the district's Multi-Tiered System of Supports (MTSS) framework to support early identification and appropriate intervention for students in grades K–3 who demonstrate reading deficiencies and characteristics of dyslexia.

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

For grades K–5, Regional and Instructional Superintendents, school leaders, and teachers use a collaborative, data-driven process to monitor and evaluate the effectiveness of standards-based Core (Tier 1) instruction for all students. Through data chats, classroom walkthroughs, PLC/Common Planning Meetings, and School-Based Literacy Leadership Team meetings, educators analyze student performance and progress-monitoring data to identify grade-level and schoolwide trends, determine areas of strength and need, and identify instructional practices requiring adjustment or additional support.

When an area of need is identified, district and school leaders provide professional learning, coaching, and instructional support to strengthen Tier 1 practices. Teachers collaborate regularly to plan standards-based instruction, analyze student response to core instruction, and adjust whole-group and differentiated instructional practices based on identified needs. Follow-up coaching, classroom walkthroughs, and ongoing data review are used to determine the effectiveness of instructional adjustments and ensure all students have access to effective, standards-based core instruction.

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

For grades K–5, schools use a collaborative problem-solving process to identify and address barriers to the effectiveness of Supplemental (Tier 2) interventions. School-based Problem Solving/School-Based Teams, teachers, interventionists, and school leaders review student performance, intervention, and progress-monitoring data to identify students requiring targeted supplemental support and determine whether

students are responding adequately to intervention. Teams examine the alignment of the intervention to the identified skill deficit, the frequency and intensity of the intervention, and fidelity of implementation.

Through PLC/Common Planning Meetings and Problem Solving/School-Based Team meetings, staff analyze progress-monitoring data at established intervals to evaluate student response and make data-based decisions. When students demonstrate insufficient progress, teams identify potential barriers, adjust or intensify the intervention, provide additional instructional or coaching support as needed, and establish a plan for continued progress monitoring. Student response data are used to determine whether to continue, modify, intensify, or discontinue the Supplemental (Tier 2) intervention or consider the need for more intensive (Tier 3) support. District and school leaders provide ongoing support to ensure interventions are implemented as designed and instructional decisions are responsive to student data.

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

For grades K–5, schools use an intensive, individualized problem-solving process to identify and address barriers to the effectiveness of Intensive (Tier 3) interventions. For students requiring intensive support, the Problem Solving/School-Based Team conducts a comprehensive review of student performance data, intervention history, progress-monitoring results, and intervention fidelity. The team examines the student’s specific strengths and areas of need and determines whether the intervention is appropriately matched to the identified need.

The team develops or revises an individualized Tier 3 intervention plan that increases the intensity, frequency, duration, or individualization of instruction based on the student’s identified needs. Progress is monitored more frequently than at Tier 2, and data are reviewed collaboratively by teachers, interventionists, school leaders, and Problem Solving/School-Based Team members to evaluate the student’s response and determine the effectiveness of the intervention. When adequate progress is not demonstrated, the team identifies potential barriers and uses the data to make timely decisions to intensify, modify, or change the intervention. District and school leaders provide ongoing coaching and support to promote intervention fidelity and effective implementation. When data indicate that the student is responding adequately, the team determines whether the student can transition to a less intensive level of support while continuing to monitor progress.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

Beginning of the Year – August (FY26 Previous Grade End of Year Data)

Kindergarten-2nd Grade

1. FAST:

- Kindergarten: N/A AND/OR
- 1st Grade: Level 3+ (Scale Score 788+) AND/OR
- 2nd Grade: Level 3+ (Scale Score 844+) AND/OR

2. i-Ready Inform (Scale Score)

- Kindergarten: N/A
- 1st Grade: 362+ (363-394 – Approaching, 396+ = Meeting) AND/OR
- 2nd Grade: 435+ (435-458 – Approaching, 459+ = Meeting) AND/OR

3. Amira:

- Kindergarten: Level 3+ AND/OR
- First Grade: Level 3+ AND/OR
- Second Grade Level 2+ (At/Above 30 %ile) AND/OR

3rd grade – 5th Grade:

1. FAST:

- 3rd Grade: Level 2+ (At/Above 30 %ile) AND/OR
- 4th Grade: Level 2+ (At/Above 30 %ile) AND/OR
- 5th Grade: Level 2+ (At/Above 30 %ile) AND/OR

2. i-Ready Inform (Scale Score):

- 3rd Grade: 489+ (489-512 – Approaching, 513+ = Meeting) AND/OR
- 4th Grade: 512+ (512-544 – Approaching, 545+ = Meeting) AND/OR
- 5th Grade: 558+ (558-578 – Approaching, 579+ = Meeting) AND/OR

3. Amira:

- 3rd Grade: Level 2+ (At/Above 30 %ile) AND/OR
- 4th Grade: Level 2+ (At/Above 30 %ile) AND/OR

5th Grade: Level 2+ (At/Above 30 %ile) AND/OR

*To ensure the appropriate level of support is identified for all students, look across multiple data sources (i.e., diagnostics, formative assessments, teacher observation data) for patterns showing a need for intervention. Do not make final decisions based on one assessment alone.

Intervention for ELLs: Please see the FY27 Elementary ELL Course Code Notes. See Appendix

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

September-November (FY27 Data)

Kindergarten – 2nd Grade:

1. FAST: level

- Kindergarten: Level 2 AND At/Above 30 %ile AND/OR

- 1st Grade: Level 2 AND At/Above 30 %ile AND/OR

- 2nd Grade: Level AND At/Above 30 %ile AND/OR

2. i-Ready Inform (Scale Score):

- Kindergarten: 100+ (100-361 – Approaching, 362+ = Meeting) AND/OR
- 1st Grade: 349+ (349-433 – Approaching, 434+ = Meeting) AND/OR
- 2nd Grade: 419+ (419-488 – Approaching, 489+ = Meeting) AND/OR

3. Amira:

- Kindergarten: At/Above 30 %ile AND/OR
- First Grade: At/Above 30 %ile AND/OR
- Second Grade: At/Above 30 %ile AND/OR

3rd grade – 5th Grade:

1. FAST:

- 3rd Grade: Level 2 AND At/Above 30 %ile AND/OR
- 4th Grade: Level 2 AND At/Above 30 %ile AND/OR
- 5th Grade: Level 2 AND At/Above 30 %ile AND/OR

2. i-Ready Inform (Scale Score):

- 3rd Grade: 475+ (475-511 – Approaching, 512+ = Meeting) AND/OR
- 4th Grade: 496+ (496-557 – Approaching, 558+ = Meeting) AND/OR
- 5th Grade: 543+ (543-580 – Approaching, 581+ = Meeting) AND/OR

3. Amira

- 3 - Grade: At/Above 21 %ile AND/OR
- 4- Grade: At/Above 21 %ile AND/OR
- 5 - Grade: At/Above 21 %ile AND/OR

December-February (FY27 Data)

Kindergarten – 2nd Grade:

1. FAST:

- Kindergarten: Level 2+ AND At/Above 30 %ile AND/OR
- 1st Grade: Level 2+ AND At/Above 30 %ile AND/OR
- 2nd Grade: Level 2+ AND At/Above 30 %ile AND/OR

2. i-Ready Inform (Scale Score):

- Kindergarten: 362+ (362-395 – Approaching, 396+ = Meeting) AND/OR
- 1st Grade: 434+ (434-457 – Approaching, 458+ = Meeting) AND/OR
- 2nd Grade: 489+ (489-512 – Approaching, 513+ = Meeting) AND/OR

3. Amira:

- Kindergarten: At/Above 30 %ile AND/OR
- First Grade: At/Above 30 %ile AND/OR
- Second Grade: At/Above 30 %ile AND/OR

3rd grade- 5th Grade:

1. FAST:

- 3rd Grade: Level 2+ AND At/Above 30 %ile AND/OR
- 4th Grade: Level 2+ AND At/Above 30 %ile AND/OR
- 5th Grade: Level 2+ AND At/Above 30 %ile AND/OR

2. i-Ready Inform (Scale Score):

- 3rd Grade: 512+ (512-544 – Approaching, 545+ = Meeting) AND/OR
- 4th Grade: 557+ (557-578 – Approaching, 579+ = Meeting) AND/OR
- 5th Grade: 581+ (581-608 – Approaching, 609+ = Meeting) AND/OR

3. Amira:

- 3 - Grade: At/Above 25 %ile AND/OR
- 4- Grade: At/Above 25 %ile AND/OR

- 5 - Grade: At/Above 25 %ile AND/OR

March-May (FY27 Data)

Kindergarten – 2nd Grade:

1. FAST:

- Kindergarten: Level 2 AND At/Above 30 %ile AND/OR
- 1st Grade: Level 2 AND At/Above 30 %ile AND/OR
- 2nd Grade: Level 2 AND At/Above 30 %ile AND/OR

2. i-Ready Inform (Scale Score):

- Kindergarten: 362+ (362-395 – Approaching, 396+ = Meeting) AND/OR
- 1st Grade: 434+ (434-457 – Approaching, 458+ = Meeting) AND/OR
- 2nd Grade: 489+ (489-512 – Approaching, 513+ = Meeting) AND/OR

3. Amira:

- Kindergarten: Level 2 (At/Above 30 %ile) AND/OR
- 1st Grade: Level 2 (At/Above 30 %ile) AND/OR
- 2nd Grade: Level 2 (At/Above 30 %ile) AND/OR

3rd grade – 5th Grade:

1. FAST:

- 3rd Grade: Level 2+ AND At/Above 30 %ile AND/OR
- 4th Grade: Level 2+ AND At/Above 30 %ile AND/OR
- 5th Grade: Level 2+ AND At/Above 30 %ile AND/OR

2. i-Ready Inform (Scale Score):

- 3rd Grade: 512+ (512-544 – Approaching, 545+ = Meeting) AND/OR
- 4th Grade: 558+ (5587-578 – Approaching, 579+ = Meeting) AND/OR
- 5th Grade: 581+ (581-587 – Approaching, 588+ = Meeting) AND/OR

3. Amira: 3rd Grade: Level 2+ (At/Above 30 %ile) AND/OR 4th Grade: Level 2+ (At/Above 30 %ile) AND/OR 5th Grade: Level 2+ (At/ Above 30 %ile) AND/OR *To ensure the appropriate level of support is identified for all students, look across multiple data sources (i.e., diagnostics, formative assessments, teacher observation data) for patterns showing a need for intervention. Do not make final decisions based on one assessment alone. *Intervention for ELLs: Please see the FY27 Elementary ELL Course Code Notes.* See Appendix	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance/Adelante	<u>2021</u>
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: <u>September-November (FY27 Data)</u> <u>Kindergarten – 2nd Grade:</u> 1. FAST: - Kindergarten: Level 2-1 AND 10-29 %ile AND/OR 1st Grade: Level 2-1 AND 10-29 %ile AND/OR 2nd Grade: Level 2-1 AND 10-29 %ile AND/OR 2. i-Ready Inform (Scale Score): - Kindergarten: N/A 1st Grade: 100-348 2nd Grade: 100-418 3. Amira: - Kindergarten: 10-29 %ile AND/OR 1st Grade: 10-29 %ile AND/OR 2nd Grade: 10-29 %ile AND/OR	

3rd grade – 5th Grade:

1. FAST:

- 3rd Grade: Level 2-Level 1 AND 20-29%ile AND/OR
- 4th Grade: Level 2-Level 1 AND 20-29%ile AND/OR
- 5th Grade: Level 2-Level 1 AND 20-29%ile AND/OR

2. i-Ready Inform (Scale Score):

- 3rd Grade: 419-474 AND/OR
- 4th Grade: 474-495 AND/OR
- 5th Grade: 497-542 AND/OR

3. Amira

- 3 - Grade: Level 2-Level 1 20-29%ile AND/OR
- 4- Grade: Level 2-Level 1 20-29%ile AND/OR
- 5 - Grade: Level 2-Level 1 20-29%ile AND/OR

December-February (FY27 Data)

Kindergarten – 2nd Grade:

1. FAST:

- Kindergarten: Level 2 - Level 1 AND 10-29 %ile AND/OR
- 1st Grade: Level 2 - Level 1 AND 10-29 %ile AND/OR
- 2nd Grade: Level 2 - Level 1 AND 10-29 %ile AND/OR

2. i-Ready Inform (Scale Score):

- Kindergarten: 100-361 AND/OR
- 1st Grade: 347-433 AND/OR
- 2nd Grade: 417-488 AND/OR

3. Amira:

- Kindergarten: 10-29 %ile AND/OR
- First Grade: 10-29 %ile AND/OR
- Second Grade: 10-29 %ile AND/OR

3rd grade- 5th Grade:

1. FAST:
 - 3rd Grade: Level 2 - Level 1 AND 20-29%ile AND/OR
 - 4th Grade: Level 2 - Level 1 AND 20-29%ile AND/OR
 - 5th Grade: Level 2 - Level 1 AND 20-29%ile AND/OR
2. i-Ready Inform (Scale Score):
 - 3rd Grade: 474-511 AND/OR
 - 4th Grade: 498-556 AND/OR
 - 5th Grade: 543-580 AND/OR
3. Amira:
 - 3rd Grade: 20-29%ile AND/OR
 - 4th Grade: 20-29%ile AND/OR
 - 5th Grade: 20-29%ile AND/OR

March-May (FY27 Data)

Kindergarten – 2nd Grade:

1. FAST:
 - Kindergarten: Level 2-Level 1 10-29 %ile AND/OR
 - 1st Grade: Level 2-Level 1 10-29 %ile AND/OR
 - 2nd Grade: Level 2-Level 1 10-29 %ile AND/OR
2. i-Ready Inform (Scale Score):
 - Kindergarten: 100-361 AND/OR
 - 1st Grade: 355-434 AND/OR
 - 2nd Grade: 419-488 AND/OR

3. Amira:
 - Kindergarten: Level 2-Level 1 10-29 %ile AND/OR
 - 1st Grade: Level 2-Level 1 10-29 %ile AND/OR
 - 2nd Grade: Level 2-Level 1 10-29 %ile AND/OR

3rd grade – 5th Grade:

1. FAST
 - 3rd Grade: Level 2 AND 23-29 %ile AND/OR
 - 4th Grade: Level 2-Level 1 AND 20-29 %ile AND/OR
 - 5th Grade: Level 2-Level 1 AND 20-29%ile AND/OR
2. i-Ready Inform (Scale Score):
 - 3rd Grade: 512+ (512-544 – Approaching, 545+ = Meeting) AND/OR
 - 4th Grade: 558+ (5587-578 – Approaching, 579+ = Meeting) AND/OR
 - 5th Grade: 561+ (561-587 – Approaching, 588+ = Meeting) AND/OR
3. Amira:
 - 3rd Grade: Level 2 23-29 %ile AND/OR
 - 4th Grade: Level 2 20-29 %ile AND/OR
 - 5th Grade: Level 2 20-29 %ile AND/OR

*To ensure the appropriate level of support is identified for all students, look across multiple data sources (i.e., diagnostics, formative assessments, teacher observation data) for patterns showing a need for intervention. Do not make final decisions based on one assessment alone.

Intervention for ELLs: Please see the FY25 Elementary ELL Course Code Notes. See Appendix

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

IF: Student meets the following criteria at the beginning of the school year:

Beginning of the Year – August (FY26 End of Year Data)

Kindergarten-2nd Grade

1. FAST:

- Kindergarten: N/A
- 1st Grade: Level 2 (Scale Score 729-787) AND/OR
- 2nd Grade: Level 2 (Scale Score 791-843) AND/OR

2. i-Ready Inform (Scale Score):

- Kindergarten: N/A
- 1st Grade: 362+ (363-394 – Approaching, 395+ = Meeting) AND/OR
- 2nd Grade: 410+ (410-456 – Approaching, 457+ = Meeting) AND/OR

3. Amira:

- Kindergarten: Level 3+ AND/OR
- First Grade: Level 3+ AND/OR
- Second Grade Level 2+ (At/Above 30 %ile) AND/OR

3rd grade – 5th Grade:

1. FAST:

- 3rd Grade: Level 2-Level 1 AND (10-29 %ile) AND/OR
- 4th Grade: Level 2-Level 1 AND (20-29 %ile) AND/OR
- 5th Grade: Level 2-Level 1 AND (20-29 %ile) AND/OR

2. i-Ready Inform (Scale Score):

- 3rd Grade: 460+ (460-509 – Approaching, 510+ = Meeting) AND/OR
- 4th Grade: 499+ (499-540 – Approaching, 541+ = Meeting) AND/OR
- 5th Grade: 514+ (514-579 – Approaching, 580+ = Meeting) AND/OR

3. Amira:

- 3 - Grade: Level 2+ (At/Above 30 %ile) AND/OR
- 4- Grade: Level 2+ (At/Above 30 %ile) AND/OR

- 5 - Grade: Level 2+ (At/Above 30 %ile) AND/OR

*To ensure the appropriate level of support is identified for all students, look across multiple data sources (i.e., diagnostics, formative assessments, teacher observation data) for patterns showing a need for intervention. Do not make final decisions based on one assessment alone.

Intervention for ELLs: Please see the FY27 Elementary ELL Course Code Notes. See Appendix

Number of times per week interventions are provided: 5

Number of minutes per intervention session:

30 minutes (or as prescribed by the intervention program or strategy)

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 Passport	Strong	
Scholastic RISE and RISE Up	Promising	
Heggerty Bridge to Reading	Moderate	
Heggerty Phonological Awareness	N/A	Heggerty Phonological Awareness (including Spanish Version) does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 2. Develop awareness of the segments of sounds in speech and how they link to letters. (Strong Evidence) 3. Teach students to decode words, analyze word parts, and write and recognize word parts. (Strong Evidence) These recommendations were built into the program by:

		● Including daily, explicit instruction that progresses from simple to more complex skills. ● The lessons are structured into three parts: Part 1 focuses on phoneme isolation (initial, final, and medial sounds), Part 2 covers blending and segmenting, and Part 3 addresses phoneme manipulation (adding, deleting, and substituting sounds). ● All activities are multisensory, using movements like clapping, tapping, and hand motions to reinforce learning.
Interactive Writing	N/A	Interactive Writing does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) Support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.</i> Recommendation(s) AND level(s) of evidence: 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). These recommendations were built into the program by: ● “Sharing the pen” with the teacher. Students and teachers collaborate in composing a text together, including the appropriate words, phrases, organization of the text, and layout. ● Teachers and students use the interactive writing time to spell words needed to express the meaning of the writing. During this process, teachers draw children’s attention to spelling patterns and letter-sound relationships within words. The district will support and monitor the implementation of this program by reviewing data

		from district-wide and school-based professional learning.
*UFLI Foundations	N/A	On the State Approved Intervention List
*See, Say, Move	N/A	See, Say, Move does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>, Recommendation(s) AND level(s) of evidence: 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3: Teach students to decode words, analyze word parts, and write and recognize word parts (Strong Evidence). These recommendations were built into the program by: Teacher explicitly teaches: ● See: Teacher makes a word with magnetic letters. ● Say: Teacher says and has the student repeat the word. ● Move: Teacher mixes up the letters and has the student verbally guide him/her through moving the magnetic letters to make the word. Student application: ● See: Teacher makes a word with the magnetic letters. ● Say: Students say the word. ● Move: Students move their magnetic letters to make the word. ● Practice: The teacher repeats: see, say, and move, having students practice and build the words as fast as they can.

		The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
*See, Say, Listen, Match	N/A	See, Say, Listen, Match does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 2. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3. Teach students to decode words, analyze word parts, and write and recognize word parts (Strong Evidence). These recommendations were built into the program by: ● Show a letter/word card to the students. ● Model for the students the sound/word. ● Demonstrate pulling a word card, saying the word, listening for the blend, and matching it to the corresponding letter/word card. ● Students repeat the procedure to match word cards with the same consonant blend. The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge, including district-wide and school-based professional learning.
*Literacy Footprints	N/A	Literacy Footprints does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Improving Reading Comprehension in Kindergarten through 3rd Grade</i>.

		Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge (Minimal Evidence- Tier 4 has Rationale). 2. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3. Teach students to decode words, analyze word parts, and write and recognize word parts (Strong Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by: • Small group design 3 to 4 students • Two books read a week • Phonic skills learned systematically through multisensory activities • Explicit instruction of story vocabulary • Read, discuss and teach comprehension skills • Sight word multisensory introduction and practice • Writing about Reading The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
*Lively Letters	N/A	Lively Letters does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence:

		1. Develop awareness of the segments of sound in speech and how they link letters to letters (Strong Evidence). 2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3. Ensure that each student reads connected texts every day to support reading accuracy, fluency and comprehension (Moderate Evidence). These recommendations were built into the program by: • Letter-sound associations • Improving speech production skills for articulating sounds • Building high-level phonemic awareness skills of blending, segmenting and manipulation • Phonetic reading and spelling of single-words (one syllable through multisyllable) • Building automaticity for single word decoding to improve reading fluency • Addresses multiple targets, simultaneously training students in the critical skills of phonemic awareness, phonics and speech production. • Consists of unique features including- embedded imagery, mouth, hand and body cues, music and mnemonic stories. • Uses errorless responding to prevent sequencing errors and impulsive guessing for those with rapid naming problems. The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
*S.P.I.R.E Reading	N/A	On the State Approved Intervention List
*Sounds Sensible	N/A	Sounds Sensible does not meet strong, moderate, or promising levels of evidence; however, the following

		IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 1. Develop awareness of the segments of sound in speech and how they link letters to letters (Strong Evidence). 2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3. Ensure that each student reads connected texts every day to support reading accuracy, fluency and comprehension (Moderate Evidence). These recommendations were built into the program by: ● Provides hands-on instruction in phonological awareness, alphabet knowledge and understanding letter-sound relationships, as well as handwriting for beginning or striving readers ● Orton-Gillingham approach based on the following principles-multisensory, structured, sequential, cumulative, cognitive, flexible ● Provides instruction targeting phonemic awareness and alphabet recognition ● 5 step lessons follow a structured literacy approach ● Phonemic awareness and phonics through instruction, practice and assessment ● Each concept is taught through an introductory and reinforcement lesson ● Lesson steps include: listening, rhyming, segmentation, handwriting ● Listening focuses attention on sounds in words to develop listening skills, background knowledge and print concepts
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		● Rhyming develops ability to identify and manipulate rhyme through rhyme identification, categorization and matching ● Segmentation develops 1:1 correspondence between spoken and written words Segmentation and deletion activities progress from sentences to compound words to syllables and phonemes ● Phoneme grapheme relationships are taught explicitly to teach letter names, sounds and correct form for printing ● Dictation develops ability to connect each phoneme to its symbol in written format ● Repeated practice through multisensory activities and explicit instruction ● 3-5 students in a homogeneous group The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
Repeated Reading	N/A	Repeated Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the strategies: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the strategies by: During repeated reading, students read one passage that is 150 words or longer and at the student's

		instructional level. The group repeated reading intervention has the following components: ● Passage preview - the teacher reads the passage aloud once while students follow along, tracking the text with their fingers; the teacher stops several times throughout the passage and asks the students to read the next word in the passage. ● Repeated readings- next, the students read the passage aloud 3 times with different processes each time (Students take turns reading one sentence at a time with the teacher providing an unknown word for students when paused for 3 seconds or longer. This process takes place three times with different students beginning the reading each time). ● Phrase-drill error correction - during each reading, the teacher writes down any word that students misread or hesitate for more than 3 seconds. The teacher then reviews the errors words with the students by pointing to the word in the passage and having the students look at the word and read the word. The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Echo Reading	N/A	Echo Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the strategies: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and

		comprehension (Moderate Evidence). These recommendations were built into the strategies by: ● Read through a passage or text once for meaning. ● After reading and discussion, select a part of the text to revisit for fluency. “Let’s look back at a sentence, or paragraph, of the text and think about how our reading sounds.” ● Teacher names the teaching point and models the reading of the text with appropriate rate, word stress, intonation, expression, pausing, and phrasing. ● Students then echo read the same sentence, or paragraph, to match the teacher’s rate, word stress, intonation, expression, pausing, and phrasing. “Now it’s your turn to try it. Remember to... (name teaching point).” ● Teacher restates the teaching point. “When you’re reading, think about how your reading sounds. Try to make your voice...(name teaching point).” The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
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Shared Reading	N/A	Shared Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the strategies: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the strategies by: ● Select a text that is engaging and the students will be able to read together with your support. Possible texts could be: ○ A poem or song ○ A book/article ● Introduce the text to the students. ● Read the text aloud to the students. You may stop and point out the features of the text that you want the students to notice. ● Read the text aloud WITH the students. ● Discuss the text with the students to deepen their thinking about the text. ● Reread the text as many times as you feel is appropriate. The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Guided Reading	N/A	Guided Reading does not meet strong, moderate, or promising levels of evidence; however, the

		following IES Practice Guide Recommendation(s) support the strategies: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the strategies by: ● Reread familiar books ● Phonics/Word Work ● Read a New Book: Introduction, Students read the text as teachers prompt for/or reinforce students reading, discuss, and revisit the text ● Letter/Word Work The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Repeated Reading with Oral/Written Retell	N/A	Repeated Reading with Oral/Written Retell does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence).

		4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by: During repeated reading, students read one passage that is 150 words or longer and at the student's instructional level. The group repeated reading intervention has the following components: • Passage preview - the teacher reads the passage aloud once while students follow along, tracking the text with their fingers, the teacher stops several times throughout the passage and asks the student to read the next word in the passage. • Repeated readings- next, the students read the passage aloud 3 times with different processes each time (Students take turns reading one sentence at a time with the teacher providing an unknown word for students when paused for 3 seconds or longer. This process takes place three times with different students beginning the reading each time). • Phrase-drill error correction - during each reading, the teacher writes down any word that students misread or hesitate for more than 3 seconds. The teacher then reviews the error words with the students by pointing to the word in the passage and having the students look at the word and read the word. • Students will then orally or write a retelling of the passage that was read aloud. The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Ask, Read, Tell	N/A	Ask, Read, Tell does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support</i>

		<i>Reading for Understanding in Kindergarten Through Grade 3.</i> Recommendation(s) AND level(s) of evidence: 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by: ● ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions they hope to answer from the reading. ● READ: While reading, the student stops after each paragraph to question whether he or she has understood the section of the passage and, if necessary, applies comprehension fix-up skills. ● TELL: After reading, the student attempts to answer the 2 questions posed earlier based on the content just read. Then, the student meets with a peer partner, and students tell each other what questions and answers they produce. The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Reciprocal Teaching	N/A	Reciprocal Teaching does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:

		<i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3.</i> Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by: • Students work together taking turns leading group discussions using four strategies: Predicting, Clarifying, Questioning, and Summarizing. • The teacher's role is to model the process and then gradually hand over the responsibility to the students. The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
REWARDS intermediate (4-5)	N/A	REWARDS Intermediate (4-5) does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9.</i> Recommendation(s) AND level(s) of evidence: 1. Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence). 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence). 3. Routinely use a set of comprehension- building

		practices to help students make sense of the text (Strong Evidence). ● 3A: Build students' world and word knowledge so they can make sense of the text; ● 3B: Consistently provide students with the opportunity to ask and answer questions to better understand the text; ● 3C: Teach students a routine for determining the gist of a short section of text; ● 3D: Teach students to monitor comprehension as they read. These recommendations were built into the program by: These recommendations were built into the program by: ● Intermediate and Secondary levels, and the focus of both is decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word- and passage reading fluency, building academic vocabulary, and deepening comprehension along with building confidence ● Explicit, structured, and systematic instruction ● Provides strategies for reading multisyllabic words to improve comprehension and fluency, providing tools to access grade-level content ● Intermediate is for students in grades 4-6 who read at 3.0 grade level or higher. There are 25 lessons and lessons take 60 minutes to complete each lesson ● REWARDS Secondary is for students in grades 6+ who read at 3.0 grade level or higher. There are 20 lessons and lessons take 60 minutes to complete each lesson ● On-demand training and support for educators
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		● REWARDS improves students' abilities to decode large, multisyllabic words ● Yields significant increase in fluency ● Effective with all struggling readers, whether they are English language learners, students with reading disabilities, or students who have fallen behind ● Can be implemented by a variety of educators— teachers, paraprofessionals, and volunteers The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
Foundations Double Dose Lesson (Level 1 and 2) (1-2)	N/A	Foundations Double Dose Lesson (Level 1 and 2) (1-2) does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 1. Develop awareness of the segments of sound in speech and how they link letters to letters (Strong Evidence). 2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3. Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (Moderate Evidence). These recommendations were built into the program by: ● Consistent structured 20-30 minute lessons ● Structured literacy instruction, systematic, and explicit instruction

		● Orton-Gillingham approach based on the following principles-multisensory, structured, sequential, cumulative, cognitive, flexible ● Multisensory approaches and strategies for different learning styles and ensure development of reading skills ● Intensive and structured curriculum ● Foundations Double Dose Lessons are built on the principles of the science of reading, supported by decades of rigorous research into how children learn to read ● Concepts taught through reinforcement and targeted lessons- each lessons runs 20-30 minutes ● Comprehensive and consistent assessments to confirm student progress ● Students are grouped based on what was taught in the standard core lesson ● Lessons are teacher developed and led ● Group size of up to 3 students based on response to core lesson The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
Foundations Fun and Focus (Level 1 and 2) (K-2)	N/A	Foundations Fun and Focus (Level 1 and 2) (K-2) does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 1. Develop awareness of the segments of sound in speech and how they link letters to letters (Strong Evidence).

		2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3: Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (Moderate Evidence). These recommendations were built into the program by: ● Consistent structured 30 minute lesson ● Structured literacy instruction, systematic, and explicit instruction ● Orton-Gillingham approach based on the following principles-multisensory, structured, sequential, cumulative, cognitive, flexible ● Multisensory approaches and strategies for different learning styles and ensure development of reading skills ● Supplemental and structured curriculum ● Fun and Focus lessons are built on the principles of the science of reading, supported by decades of rigorous research into how children learn to read ● Concepts taught through reinforcement lessons- each lesson runs 30 minutes ● Comprehensive and consistent assessments to confirm student progress ● Students are grouped based on what was taught in the standard core lesson ● Lessons are structured ● Group size of up to 6 students based on response to core lessons The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP, and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
*Programs listed above under the Supplemental Instruction/Interventions are also utilized for Students with Disabilities within the District.		
English Language Learners		
*Programs listed above under the Supplemental Instruction/Interventions are also utilized for English Language Learners within the District.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Heggerty Spanish Phonological Awareness	N/A	Heggerty Phonological Awareness (including Spanish Version) does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 2. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3. Teach students to decode words, analyze word parts, and write and recognize word parts (Strong Evidence). These recommendations were built into the program by: ● Including daily, explicit instruction that progresses from simple to more complex skills. ● The lessons are structured into three parts: ○ Part 1 focuses on phoneme isolation (initial, final, and medial sounds); ○ Part 2 covers blending and segmenting; and ○ Part 3 addresses phoneme manipulation (adding, deleting, and substituting sounds).

		All activities are multisensory, using movements like clapping, tapping, and hand motions to reinforce learning.
Estrellita (K-1)	N/A	Estrellita (K-1) does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Improving Reading Comprehension in Kindergarten through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 1. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3. Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (Moderate Evidence). These recommendations were built into the program by: - Individualized small group design - Providing strong foundation in primary language - Phonemic awareness and phonics skills learned explicitly and systematically through structured multisensory activities - Reading materials that progress in order of complexity - Reinforcing vocabulary, fluency, comprehension and writing The district will support and monitor the implementation of this program by reviewing data

		from approved progress monitoring tools including district-wide and school-based professional learning.
Soluciones	N/A	Soluciones does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> and <i>Improving Reading Comprehension in Kindergarten through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence- Tier 4 has Rationale). 2. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3. Teach students to decode words, analyze word parts, and write and recognize word parts (Strong Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by: • Small group design • Authentic text • Scaffolds for differentiated instruction • Resources develop concepts about print, vocabulary, high frequency words, writing, and phonics skills • Comprehension posters follow a Spanish phonics sequence and deliver immediate and strategic intervention • Building reading foundations and providing access to complex text

		● Engaging students to maximize learning using fiction and nonfiction ● Reading across a range of genres including poetry ● Developing academic vocabulary and content knowledge ● Building comprehension and writing skills The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Amira Espanol Teacher-Directed Lessons	N/A	Amira Teacher-Directed Lessons does not meet the strong, moderate, or promising levels of evidence. However, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program, as outlined in <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 1. Develop awareness of the segments of sound in speech and how they link to letters (Strong Evidence). 2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations are embedded in the program and align with the Science of Reading and the foundational components identified by the National Reading Panel. The program's lessons and assessments address: ● phonemic awareness ● phonics ● fluency

		• comprehension, and • vocabulary The district will support and monitor implementation of the program by reviewing data from Amira ISIP and On-Demand Assessments, as well as from Acadience or FastBridge. This process will include district-wide and school-based professional learning opportunities to ensure effective and consistent implementation.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. In alignment with Florida Statute § 1008.25(5)(a), the evidence-based Supplemental (Tier 2) Interventions identified in the above Decision Trees have been vetted by members of Teaching and Learning, Department of Multicultural Education, and Department of Exceptional Student Education to ensure that all approved interventions are intensive, explicit, and systematic. The multisensory interventions are indicated by an asterisk. Additional performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: <u>September-November (FY27 Data)</u> <u>Kindergarten – 2nd Grade:</u> - FAST: • Kindergarten: Level 1 AND 9 %ile and below AND/OR • 1st Grade: Level 1 AND 9 %ile and below AND/OR • 2nd Grade: Level 1 AND 9 %ile and below AND/OR - i-Ready Inform (Scale Score): • Kindergarten: N/A • 1st Grade: N/A • 2nd Grade: N/A - Amira: • Kindergarten: 9 %ile and below AND/OR • 1st Grade: 9 %ile and below AND/OR • 2nd Grade: 9 %ile and below AND/OR		

3rd grade – 5th Grade:

1. FAST:
 - 3rd Grade: Level 1 AND 19 %ile and below AND/OR
 - 4th Grade: Level 1 AND 19 %ile and below AND/OR
 - 5th Grade: Level 1 AND 19 %ile and below AND/OR
2. i-Ready Inform (Scale Score):
 - 3rd Grade: 100-418 AND/OR
 - 4th Grade: 100-473 AND/OR
 - 5th Grade: 100-496 AND/OR
3. Amira
 - 3rd Grade: 19 %ile and below AND/OR
 - 4th Grade: 19 %ile and below AND/OR
 - 5th Grade: 19 %ile and below AND/OR

December-February (FY27 Data)**Kindergarten – 2nd Grade:**

1. FAST:
 - Kindergarten: Level 1 AND 9 %ile and below AND/OR
 - 1st Grade: Level 1 AND 9 %ile and below AND/OR
 - 2nd Grade: Level 1 AND 9 %ile and below AND/OR
2. i-Ready Inform (Scale Score):
 - Kindergarten: N/A
 - 1st Grade: 100-346 AND/OR
 - 2nd Grade: 100-416 AND/OR
3. Amira:
 - Kindergarten: 9 %ile and below AND/OR

- 1st Grade: 9 %ile and below AND/OR
- 2nd Grade: 9 %ile and below AND/OR

3rd grade- 5th Grade:

1. FAST:

- 3rd Grade: Level 1 AND 19 %ile and below AND/OR
- 4th Grade: Level 1 AND 19 %ile and below AND/OR
- 5th Grade: Level 1 AND 19 %ile and below AND/OR

2. i-Ready Inform (Scale Score):

- 3rd Grade: 100-473 AND/OR
- 4th Grade: 100-497 AND/OR
- 5th Grade: 100-542 AND/OR

3. Amira:

- 3rd Grade: 19 %ile and below AND/OR
- 4th Grade: 19 %ile and below AND/OR
- 5th Grade: 19 %ile and below AND/OR

*To ensure the appropriate level of support is identified for all students, look across multiple data sources (i.e., diagnostics, formative assessments, teacher observation data) for patterns showing a need for intervention. Do not make final decisions based on one assessment alone.

Intervention for ELLs: Please see the FY25 Elementary ELL Course Code Notes. See Appendix

**NOTE: If questionable response to intervention, the team may need to reevaluate target/deficiency and/or intervention.

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

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

Beginning of the Year – August (FY26 End of Year Data)

Kindergarten-2nd Grade

1. FAST:

- Kindergarten: Level 1 AND 1st-9th %ile or student is unable to complete the practice items at the end of the year test administration of the STAR Early Literacy assessment AND/OR
- 1st Grade: Level 1 AND Scale Score below 729 AND/OR
- 2nd Grade: Level 1 AND Scale Score below 791 AND/OR

2. i-Ready Inform (Scale Score):

- Kindergarten: N/A
- 1st Grade: 362+ (363-394 – Approaching, 395+ = Meeting) AND/OR
- 2nd Grade: 410+ (410-456 – Approaching, 457+ = Meeting) AND/OR

3. Amira:

- Kindergarten: Level 3+ AND/OR
- First Grade: Level 3+ AND/OR
- Second Grade Level 2+ (At/Above 30 %ile) AND/OR

3rd grade – 5th Grade:

1. FAST:

- 3rd Grade: Level 1 AND 1st-9th %ile AND/OR
- 4th Grade: Level 1 AND 1st- 19 %ile) AND/OR
- 5th Grade: Level 1 AND 1st-19th %ile) AND/OR

2. i-Ready Inform (Scale Score):

- 3rd Grade: 460+ (460-509 – Approaching, 510+ = Meeting) AND/OR
- 4th Grade: 499+ (499-540 – Approaching, 541+ = Meeting) AND/OR
- 5th Grade: 514+ (514-579 – Approaching, 580+ = Meeting) AND/OR

3. Amira:

- 3 - Grade: Level 2+ (At/Above 30 %ile) AND/OR
- 4- Grade: Level 2+ (At/Above 30 %ile) AND/OR
- 5 - Grade: Level 2+ (At/Above 30 %ile) AND/OR

*To ensure the appropriate level of support is identified for all students, look across multiple data sources (i.e., diagnostics, formative assessments, teacher observation data) for patterns showing a need for intervention. Do not make final decisions based on one assessment alone.

Intervention for ELLs: Please see the FY25 Elementary ELL Course Code Notes. See Appendix

Number of times per week interventions are provided: 5

Number of minutes per intervention session:

Number of minutes per intervention as prescribed by program or strategy

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Scholastic RISE and RISE Up	Promising	
Heggerty Bridge to Reading	Moderate	
Wilson Reading System (2-5)	N/A	On the State Approved Intervention List
Heggerty Phonological Awareness	N/A	Heggerty Phonological Awareness (including Spanish Version) does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 2. Develop awareness of the segments of sounds in speech and how they link to letters. (Strong evidence Tier 1) 3. Teach students to decode words, analyze word parts, and write and recognize word parts. (Strong evidence Tier 1) These recommendations were built into the program by including daily, explicit instruction that progresses from simple to more complex skills. The lessons are structured into three parts:

		● Part 1 focuses on phoneme isolation (initial, final, and medial sounds) ● Part 2 covers blending and segmenting, and Part 3 addresses phoneme manipulation (adding, deleting, and substituting sounds). ● All activities are multisensory, using movements like clapping, tapping, and hand motions to reinforce learning.
Interactive Writing	N/A	Interactive Writing does not meet strong, moderate, or promising levels of Evidence:however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) Support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 2. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). These recommendations were built into the program by: ● “Sharing the pen” with the teacher. Students and teachers collaborate in composing a text together, including the appropriate words, phrases, organization of the text, and layout ● Teachers and students use the interactive writing time to spell words needed to express the meaning of the writing. ● During this process, teachers draw children’s attention to spelling patterns and letter-sound relationships within words. The district will support and monitor the implementation of this program by reviewing data from district-wide and school-based professional learning.

UFLI Foundations	N/A	On the State Approved Intervention List
*See, Say, Move	N/A	See, Say, Move does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 2. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3. Teach students to decode words, analyze word parts, and write and recognize word parts (Strong Evidence). These recommendations were built into the program by: Teacher Explicitly teaches: ● See: Teacher makes a word with magnetic letters. ● Say: Teacher says and has the student repeat the word. ● Move: Teacher mixes up the letters and has the student verbally guide him/her through moving the magnetic letters to make the word. Student application: ● See: Teacher makes a word with the magnetic letters. ● Say: Students say the word. ● Move: Students move their magnetic letters to make the word. ● Practice: The teacher repeats: see, say, and move, having students practice and build the words as fast as they can. The district will support and monitor the implementation of this program by reviewing data

		from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
*See, Say, Listen Match	N/A	See, Say, Listen Match does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 2. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3. Teach students to decode words, analyze word parts, and write and recognize word parts (Strong Evidence). These recommendations were built into the program by: ● Show a letter/word card to the students ● Model for the students the sound/word ● Demonstrate pulling a word card, saying the word, listening for the blend, and matching it to the corresponding letter/word card ● Students repeat the procedure to match word cards with the same consonant blend The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
*S.P.I.R.E Reading	N/A	On the State Approved Intervention List
*Literacy Footprints	N/A	Literacy Footprints does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Improving Reading Comprehension in Kindergarten through 3rd Grade</i>.

		Recommendation(s) AND level(s) of evidence: 1: Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge (Minimal Evidence; Tier 4 has Rationale). 2. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3. Teach students to decode words, analyze word parts, and write and recognize word parts (Strong Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by: ● Small group design 3 to 4 students ● Two books read per week ● Phonic skills learned systematically through multisensory activities ● Explicit instruction of story vocabulary ● Read, discuss and teach comprehension skills ● Sight word multisensory introduction and practice ● Writing about Reading The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
*Lively Letters	N/A	Lively Letters does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence:

		1: Develop awareness of the segments of sound in speech and how they link letters to letters (Strong Evidence). 2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3. Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (Moderate Evidence). These recommendations were built into the program by: • Letter-sound associations • Improving speech production skills for articulating sounds • Building high-level phonemic awareness skills of blending, segmenting and manipulation • Phonetic reading and spelling of single-words (one syllable through multisyllable) • Building automaticity for single word decoding to improve reading fluency • Addresses multiple targets, simultaneously training students in the critical skills of phonemic awareness, phonics and speech production. • Consists of unique features including- embedded imagery, mouth, hand and body cues, music and mnemonic stories. • Uses errorless responding to prevent sequencing errors and impulsive guessing for those with rapid naming problems. The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
*Sounds Sensible	N/A	Sounds Sensible does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the

		program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 1. Develop awareness of the segments of sound in speech and how they link letters to letters (Strong Evidence). 2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3: Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (Moderate Evidence). These recommendations were built into the program by: ● Provides hands-on instruction in phonological awareness, alphabet knowledge and understanding letter-sound relationships, as well as handwriting for beginning or striving readers ● Orton-Gillingham approach based on the following principles-multisensory, structured, sequential, cumulative, cognitive, flexible ● Provides instruction targeting phonemic awareness and alphabet recognition ● 5 step lessons follow a structured literacy approach ● Phonemic awareness and phonics through instruction, practice and assessment ● Each concept is taught through an introductory and reinforcement lesson ● Lesson steps include: listening, rhyming, segmentation, handwriting ● Listening focuses attention on sounds in words to develop listening skills, background knowledge and print concepts
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		● Rhyming develops ability to identify and manipulate rhyme through rhyme identification, categorization and matching ● Segmentation develops 1:1 correspondence between spoken and written words Segmentation and deletion activities progress from sentences to compound words to syllables and phonemes ● Phoneme grapheme relationships are taught explicitly to teach letter names, sounds and correct form for printing ● Dictation develops ability to connect each phoneme to its symbol in written format ● Repeated practice through multisensory activities and explicit instruction ● 3-5 students in a homogeneous group The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
*Clap, Sort, Write	N/A	*Clap, Sort, Write does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 2. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). These recommendations were built into the program by: Explicit Teaching:

		● Teacher shows letter/word cards. ● Teacher models for students the sounds in the word. ● Teacher says and claps the word, then writes the word on an index card Student application: ● Students repeat the procedure to match word cards with the same matching sound. In context: ● Teacher reads a short text or poem and engages the student in a discussion about the meaning of the text. ● Teacher and students locate words with the letters/words in the text. Students circle the letters/words in their copy of the text. The district will support and monitor the implementation of this program by reviewing data from easy CBM, Acadience, or Fast Bridge including district-wide and school-based professional learning.
Repeated Reading	N/A	Repeated Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the strategies: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the strategies by: During repeated reading, students read one passage that is 150 words or longer and at the student's

		instructional level. The group repeated reading intervention has the following components: ● Passage preview - the teacher reads the passage aloud once while students follow along, tracking the text with their fingers, the teacher stops several times throughout the passage and asks the students to read the next word in the passage. ● Repeated readings- next, the students read the passage aloud 3 times with different processes each time (Students take turns reading one sentence at a time with the teacher providing an unknown word for students when paused for 3 seconds or longer. This process takes place three times with different students beginning the reading each time). ● Phrase-drill error correction - during each reading, the teacher writes down any word that students misread or hesitate for more than 3 seconds. The teacher then reviews the errors words with the students by pointing to the word in the passage and having the students look at the word and read the word. The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Echo Reading	N/A	Echo Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the strategies: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text

		every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the strategies by: ● Read through a passage or text once for meaning. ● After reading and discussion, select a part of the text to revisit for Fluency. “Let’s look back at a sentence, or paragraph, of the text and think about how our reading sounds. ” ● Teacher names the teaching point and models the reading of the text with appropriate rate, word stress, intonation, expression, pausing, and phrasing. ● Students then echo read the same sentence, or paragraph, to match the teacher’s rate, word stress, intonation, expression, pausing, and phrasing. “Now it’s your turn to try it. Remember to... (name teaching point).” ● Teacher restates the teaching point. “When you’re reading, think about how your reading sounds. Try to make your voice...(name teaching point).” The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Shared Reading	N/A	Shared Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the strategies: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence).

		4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the strategies by: ● Select a text that is engaging and the students will be able to read together with your support. Possible texts could be: ○ A poem or song ○ A book/article ● Introduce the text to the students. ● Read the text aloud to the students. You may stop and point out the features of the text that you want the students to notice. ● Read the text aloud WITH the students. ● Discuss the text with the students to deepen their thinking about the text. ● Reread the text as many times as you feel is appropriate. The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Guided Reading	N/A	Guided Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the strategies: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and

		comprehension (Moderate Evidence). These recommendations were built into the strategies by: ● Reread familiar books ● Phonics/Word Work ● Read a New Book: Introduction, Students read the text as teachers prompt for/or reinforce students reading, discuss, and revisit the text. ● Letter/Word Work The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Repeated Reading with Oral/Written Retell	N/A	Repeated Reading with Oral/Written Retell does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3.</i> Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by: During repeated reading, students read one passage that is 150 words or longer and at the student's instructional level. The group repeated reading intervention has the following components: ● Passage preview - the teacher reads the passage aloud once while students follow

		along, tracking the text with their fingers, the teacher stops several times throughout the passage and asks the student to read the next word in the passage. ● Repeated readings- next, the students read the passage aloud 3 times with different processes each time (Students take turns reading one sentence at a time with the teacher providing an unknown word for students when paused for 3 seconds or longer. This process takes place three times with different students beginning the reading each time). ● Phrase-drill error correction - during each reading, the teacher writes down any word that students misread or hesitate for more than 3 seconds. The teacher then reviews the errors words with the students by pointing to the word in the passage and having the students look at the word and read the word. ● Students will then orally or write a retelling of the passage that was read aloud. The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Ask, Read, Tell	N/A	Ask, Read, Tell does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence).

		These recommendations were built into the program by: ● ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions they hope to answer from the reading. ● READ: While reading, the student stops after each paragraph to question whether he or she has understood the section of the passage and, if necessary, applies comprehension fix-up skills. ● TELL: After reading, the student attempts to answer the 2 questions posed earlier based on the content just read. Then, the student meets with a peer partner, and students tell each other what questions and answers they produce. The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Reciprocal Teaching	N/A	Reciprocal Teaching does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence).

		These recommendations were built into the program by: • Students work together taking turns leading group discussions using four strategies: Predicting, Clarifying, Questioning, and Summarizing. • The teacher's role is to model the process and then gradually hand over the responsibility to the students. The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP, and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
*Programs listed above under the Intensive Instruction/Interventions are also utilized for Students with Disabilities within the District.		
English Language Learners		
*Programs listed above under the Intensive Instruction/Interventions are also utilized for English Language Learners within the District.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Heggerty Spanish Phonological Awareness	N/A	Heggerty Phonological Awareness (including Spanish Version) does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 2. Develop awareness of the segments of sounds in speech and how they link to letters. (Strong Evidence) 3. Teach students to decode words, analyze word parts, and write and recognize word parts. (Strong Evidence)

		These recommendations were built into the program by including daily, explicit instruction that progresses from simple to more complex skills. The lessons are structured into three parts: ● Part 1 focuses on phoneme isolation (initial, final, and medial sounds), ● Part 2 covers blending and segmenting, and ● Part 3 addresses phoneme manipulation (adding, deleting, and substituting sounds). ● All activities are multisensory, using movements like clapping, tapping, and hand motions to reinforce learning.
La Cartilla	N/A	La Cartilla does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> and <i>Improving Reading Comprehension in Kindergarten through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 1. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3. Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (Moderate Evidence). These recommendations were built into the program by: ● Individualized small group design ● Providing strong foundation in primary language

		● Phonemic awareness and auditory discrimination ● Systematic phonics instruction ● Recognition of initial sounds in words ● Connecting sounds to letters and syllables ● Letter recognition and letter formation ● Blending sounds into syllables and words ● Sound and syllable identification ● Word recognition and decoding in context ● Writing syllables and words ● Reinforcing literacy skills, vocabulary, and reading comprehension The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Soluciones	N/A	Soluciones does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> and <i>Improving Reading Comprehension in Kindergarten through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence- Tier 4 has Rationale). 2. Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence). 3. Teach students to decode words, analyze word parts, and write and recognize word parts (Strong Evidence).

		4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by: • Small group design • Authentic text • Scaffolds for differentiated instruction • Resources develop concepts about print, vocabulary, high frequency words, writing, and phonics skills • Comprehension posters follow a Spanish phonics sequence and deliver immediate and strategic intervention • Building reading foundations and providing access to complex text • Engaging students to maximize learning using fiction and nonfiction • Reading across a range of genres including poetry • Developing academic vocabulary and content knowledge • Building comprehension and writing skills The district will support and monitor the implementation of this program by reviewing data from approved progress monitoring tools including district-wide and school-based professional learning.
Amira Espanol Teacher-Directed	N/A	Amira Teacher-Directed Lessons does not meet the strong, moderate, or promising levels of evidence. However, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program, as outlined in <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>. Recommendation(s) AND level(s) of evidence:

		1. Develop awareness of the segments of sound in speech and how they link to letters (Strong Evidence). 2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations are embedded in the program and align with the Science of Reading and the foundational components identified by the National Reading Panel. The program's lessons and assessments address: ● Phonemic awareness ● Phonics ● Fluency ● Comprehension, and ● Vocabulary The district will support and monitor implementation of the program by reviewing data from Amira ISIP and On-Demand Assessments, as well as from Acadience or FastBridge. This process will include district-wide and school-based professional learning opportunities to ensure effective and consistent implementation.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. In alignment with Florida Statute § 1008.25(5)(a), the evidence-based Intensive (Tier 3) Interventions identified in the above Decision Trees have been vetted by members of Teaching and Learning, Department of Multicultural Education, and Department of Exceptional Student Education to ensure that all approved interventions are intensive, explicit, and systematic. The multisensory interventions are indicated by an asterisk.		

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.
 - o *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: 8:30-9:00 - Breakfast 9:00-9:15 - Welcome and Attendance 9:15-10:45 - Small Group Rotations Teacher - UFLI Foundations (explicit phonological awareness/phonics instruction) IReady or Literacy Pro Independent Reading w/ Task 10:45-10:55 - Clean up, prepare for and transition to Lunch 10:55-11:30- Lunch/Recess 11:30-11:40 - Teachers and students meet together to discuss the topic of reading for the day. 11:40-12:15- Shared Reading 12:15-12:35 - Foundational Skills/Word Parts (Morphology) 12:35-1:00 - Writing in Response to Reading 1:00-1:50 - Small Group Rotations Teacher: Scholastic Knowledge Library Fluency Practice 1:50-2:00 - Daily Wrap Up: Teachers and students meet together to review the learning of the day. 2:00 - Dismissal

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

During Summer Reading Camp, students who do not score at least a level 2 on the statewide, standardized English Language Arts assessment are instructed by reading endorsed or certified teachers who are rated highly effective as determined by the teacher's performance evaluation.

Teachers apply directly to site administrators for Summer Reading Camp positions. Before an offer is finalized, the District Human Resources Department screens candidates to ensure they are certified in reading or hold a reading endorsement and have a Highly Effective rating.

The instruction provided is delivered using evidence-based, explicit, systematic, and multisensory instruction grounded in the Science of Reading, in phonemic awareness, phonics, fluency, vocabulary, and comprehension using the curriculum materials explained below:

UFLI Foundations On the State Approved Intervention List

Scholastic Lit Camp - This reading intervention does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:
Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3.

Recommendation(s) AND level(s) of evidence:

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence).
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence).

These recommendations were built into the program by:

- Daily explicit vocabulary work
- Discussion around the text read aloud

The independent reading of texts that are connected to the theme of the book read during the read aloud time.

All Summer Reading Camp teachers are provided training on the implementation of Scholastic Lit Camp from Scholastic professional developers. Fidelity of implementation and monitoring of instruction is completed through walkthroughs by site administrators, Regional Superintendents, and Summer Reading Camp District Resource teachers at Summer Camp sites.

Scholastic Knowledge Library- This reading intervention does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:
Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3.

Recommendation(s) AND level(s) of evidence: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by: providing students with reading connected text daily and supporting their fluency and comprehension. All Summer Reading Camp teachers are provided training on the implementation of Scholastic Knowledge Library from Scholastic professional developers. Fidelity of implementation and monitoring of instruction is completed through walkthroughs by site administrators, Regional Superintendents, Summer Reading Camp District Resource teachers at Summer Camp sites.
Alternative Assessment Used: Students are provided the opportunity to take the IReady alternative assessment in May prior to the end of the school year and again in August at the start of the next school year.
Additional Information (optional): Students attending Summer Reading Camp who have not yet met a Good Cause are provided time to work towards Good Cause Exemption #4 (Portfolio) throughout the instructional day. The Good Cause Portfolio is started during the school year and continues through the summer and into the following school year for mid-year promotion. Students who are in need of a paper-based assessment are also provided the opportunity to take the paper-based SAT-10 assessment. Students are also provided the opportunity to show their 3rd grade proficiency through the FAST summer administration.

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐Yes ☒No
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
FastBridge	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☒ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
HMH Code Placement Test	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☒ Screening ☒ Progress Monitoring ☒ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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?
		☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Summative	☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
NWEA MAP	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Florida Standards Quiz (FSQ) Unit Standards Quiz (USA) ELA Performance Assessment (PBPA)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☒ 2 x Year ☐ Annually ☐ As Needed ☐ Other
ACCESS for ELLs A suite of summative English Language	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Oral Language ☒ Phonological Awareness	☐ Screening ☐ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

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?
Proficiency Assessments and a WIDA Language Development Standards based reference test		☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☒ Summative	☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Achieve 3000	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other 2 x Year; Supplemental bi-weekly
easyCBM	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 Identified students based on need	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☒ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Acadience Reading	☒ Grade 6	☐ Oral Language	☐ Screening	☒ Weekly

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?
	☒ Grade 7 ☒ Grade 8 Identified students based on need	☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

Grades 6 - 8: When identifying students with a substantial deficiency in reading, the District follows this process:

Tier 2:

If the student scored Level 2 on ELA FAST PM3:

- 1. Administer NWEA MAP Growth Assessment.**
- 2. Based on MAP percentile:**
 - **If the student scored ABOVE the 30th percentile**
 - **Option 1:** Place the student into a Science or Social Studies class with a **CLS Designated*** teacher.
 - OR**
 - **Option 2:** Place the student into a **Read 180** Intensive Reading class.
 - **If the student scored BELOW 30th percentile**
 - Place the student into a **Read 180** Intensive Reading class.

Students who score below 195 on the MAP Growth Assessment indicating they are substantially below grade level, will be automatically enrolled in a targeted intervention program that focuses on phonics, fluency, vocabulary, and comprehension (ex. Wilson Just Words, REWARDS, Read 180 with CODE, etc).

Tier 3:

If the student scored a Level 1 on the ELA FAST PM3, place the student into an Intensive Reading class:

- 1. Administer NWEA MAP Growth Assessment:**

- Place the student into a Read 180 Intensive Reading Class*

*Students who score below 195 on the MAP Growth Assessment indicating they are substantially below grade level, will be automatically enrolled in a targeted intervention program that focuses on phonics, fluency, vocabulary, and comprehension (x. Wilson Just Words, REWARDS, Read 180 with CODE, etc).

*Scheduling for ELLs, please see the FY26 ELL Course Suggested Placement Flow Chart

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

The effectiveness of Tier 1 instruction is monitored through student performance data, instructional observations, and ongoing collaborative analysis. School and district teams review progress-monitoring and district benchmark assessment data to determine the percentage of students meeting grade-level expectations and identify areas of need. Data is also disaggregated by student subgroups to monitor equitable access and instructional effectiveness.

Regular classroom walkthroughs are conducted to monitor instructional practices and alignment with the Science of Reading and ELA B.E.S.T. Benchmarks. During collaborative planning sessions, teachers and instructional teams review student data, analyze student work, reflect on instructional practices, and determine next steps to strengthen Tier 1 instruction and improve student outcomes.

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

The effectiveness of Tier 2 interventions is monitored through ongoing progress monitoring, data analysis, and fidelity checks to ensure students are making meaningful growth in identified areas of need. Students receiving Tier 2 support are monitored regularly using curriculum-based measures and in-program data to track progress and determine whether they are meeting expected rates of improvement.

MTSS teams meet regularly to review student performance, identify students who are responding positively to intervention, and determine when instructional supports need to be adjusted or intensified. School and district teams also conduct fidelity checks to ensure interventions are implemented consistently and according to established protocols. Families are kept informed of their child's progress and any changes to Tier 2 supports or interventions.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier3 interventions?

The effectiveness of Tier 3 interventions is monitored through frequent progress monitoring, ongoing data analysis, and fidelity checks to ensure students are making meaningful growth in identified areas of need. Students receiving Tier 3 support are monitored biweekly using curriculum-based measures and in-program data. Student progress is tracked over time and compared to individualized growth goals and expected rates of improvement.

MTSS teams meet frequently to analyze progress-monitoring data, evaluate each student's response to intervention, and make data-based decisions regarding the continuation, modification, or intensification of supports. School and district teams also conduct fidelity checks to ensure interventions are implemented consistently and according to established protocols. Families are regularly informed of their child's progress and any adjustments made to Tier 3 supports or interventions.

Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: The student scored a Level 3, 4, or 5 on the FAST ELA PM3. *Scheduling for ELLs, please see the FY26 ELL Course Suggested Placement Flowchart criteria that will be used.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • Tier 1 instruction is considered sufficient when at least 80% of students score at or above proficiency on the FAST ELA assessment and achieve a minimum of 65% or higher on District Assessments such as the Florida Standards Quiz (FSQ), Unit Standard Assessment (USA), or ELA Performance-Based Assessment (PBPA). • If a student scores below proficiency on FAST ELA and below 65% on these District Assessments, then additional targeted instruction should be provided within the Language Arts classroom using resources such as Savvas MyPerspectives Florida or CPALMS Student Tutorials.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas MyPerspectives Florida	Year 1
Additional performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • The student's benchmark and progress monitoring scores are well below the grade level. • FAST Scores Benchmark Scores • 6th – 218 or below More that 10% below district average • 7th – 225 or below • 8th – 231 or below	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: • A score of level 1 or 2 on the FAST AND a score below the 30th percentile on the MAP. Students who score a Level 3 or above on the ELA FAST PM3 are not required to take an Intensive Reading class. These students will continue in their standard coursework without additional intervention. For students who score a Level 2 on the ELA FAST PM3, further assessment is needed to determine placement. These students should take the NWEA MAP Growth Assessment. If the student scores above the 30th percentile, they may either (1) be placed in a Science or Social Studies class taught by a CLS-designated teacher, or (2) be enrolled in a Read 180 Intensive Reading class. If the student scores below the 30th percentile, they should be placed in a Read 180 Intensive Reading class. Students who score below 195 on the MAP Growth Assessment are considered substantially below grade level and will automatically be enrolled in a targeted intervention program that addresses phonics, fluency, vocabulary, and comprehension (e.g., Read 180 with CODE, Wilson Just Words, or REWARDS). English Language Proficiency must be taken into consideration when determining the placement of LY students in Intensive Reading classes. Students who score a Level 1 on the ELA FAST PM3 must be placed into an Intensive Reading class. These students should also take the NWEA MAP Growth Assessment to help inform instructional needs. Students will be placed in a Read 180 Intensive Reading class, and those scoring below 195 on the MAP Growth Assessment will be automatically enrolled in a targeted intervention program focused on phonics, fluency,

vocabulary, and comprehension. As with Level 2 students, English Language Proficiency must be considered when placing LY students into Intensive Reading classes.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 20 - 30 Course(s) where interventions take place: Intensive Reading / Content Literacy Strategies Science or Social Studies		
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)
HMH Read 180	Strong	
Wilson Reading System (phonological awareness, phonics, text processing)	N/A	On State Approved Intervention List
S.P.I.R.E.	N/A	On State Approved Intervention List.
Really Great Reading: HD Word	N/A	HD Word does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> and <i>Improving Adolescent Literacy</i>: Recommendation(s) AND level(s) of evidence: 1: Develop awareness of the segments of sound in speech and how they link to letters (Strong Evidence). 2: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by:

		● Providing explicit, multisensory, and systematic instruction. HD Word includes 33 weeks of targeted instruction in phonemic awareness, phonics, syllable types, and fluency. ● The program offers ready-to-teach scripted lessons with a colorful, animated teacher presentation tool. ● Instruction emphasizes word study and fosters high transfer rates to other reading skills, including fluency, vocabulary, and comprehension. ● HD Word is designed to improve students' ability to accurately read complex words and can typically be completed in 16–33 weeks. ● A diagnostic grouping matrix places students based on decoding deficits or fluency needs, with recommendations for appropriate group sizes. ● The program is flexible and can be implemented in various settings: as a whole group supplement for foundational reading, a large group early intervention for at-risk students, or a small group intervention for students struggling with multisyllabic word decoding. ● Three levels of difficulty (Foundations for Grades 2–5 and Essentials for Grades 5–8) allow instruction to be tailored to students' needs. ● Instruction is supported through multisensory tools such as letter tiles, syllable boards, visual aids, decodable passages, vocabulary and fluency activities, and spelling instruction using heart words. The district will support and monitor implementation of this program by reviewing data from easyCBM, Acadience, or FastBridge, including district-wide and school-based professional learning opportunities to ensure fidelity of implementation and support instructional effectiveness.
Wilson Just Words	N/A	Wilson Just Words does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>: Recommendation(s) AND level(s) of evidence: 1. Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence). 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence).

		These recommendations were built into the program by: • Following a 10-part lesson plan that addresses phonemic awareness, phonics and word study, encoding, high-frequency/sight word instruction, fluency, vocabulary, and both listening and reading comprehension in a sequential and integrated manner. • Wilson Just Words is a highly explicit, multisensory decoding and spelling program designed as a Tier 2 supplemental intervention for students in grades 4–12 who demonstrate mild to moderate gaps in decoding and spelling proficiency. • The program incorporates criterion-based assessments to monitor student progress and success. Instruction is delivered in small groups of up to 15 students, for 45-minute lessons, 3–5 days per week, by general education teachers, reading specialists, or interventionists. • The program offers a year-long reading and spelling curriculum using engaging, multisensory techniques. • Lesson activities such as dictation support the development of the alphabetic principle, phonological awareness at the phonemic level, automatic word recognition, independent spelling, auditory memory, and proofreading skills. • Orthographic mapping of print to sounds is emphasized to enhance fluent reading and accurate spelling. • Activities like high-frequency word practice and Just Start routines activate prior knowledge and improve automatic word recognition. Additional components such as Phrase It Practice and Story Activities foster fluency, word usage in context, sentence construction, visualization, and retelling. The district will support and monitor the implementation of this program by providing district-wide and school-based professional learning opportunities to ensure fidelity of implementation and ongoing instructional support.
REWARDS Intermediate	N/A	REWARDS Intermediate does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>: Recommendation(s) AND level(s) of evidence: 1. Build students’ decoding skills so they can read complex multisyllabic words (Strong Evidence).

		2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence). These recommendations were built into the program by: ● Providing explicit, structured, and systematic instruction focused on decoding multisyllabic words, understanding prefixes and suffixes, increasing reading fluency, building academic vocabulary, and deepening reading comprehension—all while building student confidence. ● REWARDS Intermediate is designed for students in grades 4–6 who read at a 3.0 grade level or higher, and includes 25 lessons, each 60 minutes in length. REWARDS Secondary, designed for students in grades 6 and above, also targets those reading at a 3.0 grade level or higher, with 20 lessons, each lasting 60 minutes. ● The program provides strategies for decoding multisyllabic words to improve comprehension and fluency, equipping students with tools to better access grade-level content. ● It has proven effective for a wide range of struggling readers, including English language learners, students with reading disabilities, and those who have fallen behind. ● Instruction can be delivered by a variety of educators—including teachers, paraprofessionals, and volunteers—and is supported with on-demand training and educator support. The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or FastBridge, including district-wide and school-based professional learning opportunities to ensure fidelity of implementation and instructional success.
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Strategies: Comprehension & Vocabulary: Repeated Reading w/ Oral Retell; Ask, Read, Tell; Reciprocal Teaching; Shared Reading; Guided Reading	N/A	Comprehension & Vocabulary Strategies (Repeated Reading with Oral Retell, Ask-Read-Tell, Reciprocal Teaching, Shared Reading, Guided Reading) do not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i> and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>: Recommendation(s) AND level(s) of evidence: 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). • 3A. Build students’ world and word knowledge so they can make sense of the text. • 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read. • 3C. Teach students a routine for determining the gist of a short section of text. • 3D. Teach students to monitor their comprehension as they read. These recommendations were built into the program by implementing several research-aligned instructional strategies: • Ask, Read, Tell: ○ <i>Ask</i>: Before reading, students preview the title, activate prior knowledge, and generate two questions they hope to answer. ○ <i>Read</i>: Students stop after each paragraph to assess comprehension and apply fix-up strategies as needed. ○ <i>Tell</i>: After reading, students answer their own questions and discuss responses with a peer partner. • Reciprocal Teaching: Students engage in peer-led discussions using the strategies of <i>Predicting</i>, <i>Clarifying</i>, <i>Questioning</i>, and <i>Summarizing</i>, with teachers initially modeling and gradually releasing responsibility. • Shared Reading: Students read an engaging shared text (e.g., poem, song, article) with teacher support. The teacher models features of the text, reads with the students, and facilitates discussion to deepen understanding. Texts are revisited multiple times to reinforce comprehension. • Guided Reading: Instruction includes rereading familiar texts, phonics/word work, and reading new texts with teacher prompts. After reading, students discuss and revisit texts, followed by targeted letter/word work. The district will support and monitor the implementation of these strategies by providing district-wide and school-based professional
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		learning opportunities to ensure fidelity of implementation and instructional effectiveness.
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Model, Practice, Reflect	N/A	Model, Practice, Reflect does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Recommendation(s) AND level(s) of evidence: <i>Teaching Secondary Students to Write Effectively-</i> 1. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle (Strong Evidence). <i>Providing Reading Interventions for Students in Grades 4–9-</i> 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> 2. Provide direct and explicit comprehension strategy instruction (Moderate Evidence). These recommendations were built into the program by: ● Structuring instructional routines around a gradual release model in which teachers first Model literacy strategies, then guide students through Practice with scaffolded support, and finally engage students in Reflect activities to build metacognitive awareness and deepen comprehension. ● The Model, Practice, Reflect cycle is embedded across reading and writing tasks to enhance student learning and strategy use. The district will support and monitor implementation of this program by conducting regular instructional walkthroughs, collecting implementation fidelity data, and offering targeted feedback and coaching. This includes professional learning opportunities such as workshops on evidence-based literacy strategies, modeling of the Model-Practice-Reflect framework, and collaborative planning sessions for integrating these practices into daily instruction.
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See, Say, Move	N/A	See, Say, Move does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program, <i>Providing Reading Interventions for Students in Grades 4–9</i>: Recommendation(s) AND level(s) of evidence: 1. Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence). 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence) 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) These recommendations were built into the program by designing activities that engage students in multisensory learning. • In the See phase, students visually identify letters or word parts; in the Say phase, they articulate the corresponding sounds; and in the Move phase, they physically manipulate letters or tokens to represent phonemes, enhancing their decoding and phonemic awareness skills. • This approach aligns with the WWC recommendations by incorporating decoding practice, fluency development, and comprehension strategies through interactive and engaging methods. The district will support and monitor implementation of this program by providing instructional materials and resources, conducting regular classroom observations to ensure fidelity of implementation, and analyzing student performance data to inform instruction. This includes professional learning opportunities such as workshops on multisensory instructional techniques, training sessions on the See, Say, Move strategy, and collaborative planning meetings for educators to share best practices and address challenges.
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See, Say, Listen, Match	N/A	See, Say, Listen, Match does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program, <i>Providing Reading Interventions for Students in Grades 4–9</i>: Recommendation(s) AND level(s) of evidence: 1. Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence). 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence). 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) These recommendations were built into the program by designing activities that engage students in multisensory learning. • In the See phase, students visually identify letters or word parts; in the Say phase, they articulate the corresponding sounds; during the Listen phase, they focus on auditory discrimination by listening to the correct pronunciation; and in the Match phase, they connect spoken words to their written forms, enhancing decoding and phonemic awareness skills. • This approach aligns with the WWC recommendations by incorporating decoding practice, fluency development, and comprehension strategies through interactive and engaging methods. The district will support and monitor implementation of this program by providing instructional materials and resources, conducting regular classroom observations to ensure fidelity of implementation, and analyzing student performance data to inform instruction. This includes professional learning opportunities such as workshops on multisensory instructional techniques, training sessions on the See, Say, Listen, Match strategy, and collaborative planning meetings for educators to share best practices and address challenges.
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.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
*Programs listed above under the Supplemental Instruction/Interventions are also utilized for Students with Disabilities within the District.		
English Language Learners		

*Programs listed above under the Supplemental Instruction/Interventions are also utilized for English Language Learners within the District.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000 Teacher Directed Lessons (comprehension)	Strong	
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year are based on progress-monitoring data. If, after 6–8 weeks of Tier 2 intervention, the student shows less than 50% progress toward their goal (e.g., failing to meet weekly growth targets on FAST or scoring below the 25th percentile on two consecutive progress monitoring assessments), then the Tier 2 intervention must be adjusted by increasing time, intensity, or changing the strategy. If progress continues to be poor (below the 15th percentile) or remains questionable (stagnant or inconsistent growth for 2 consecutive cycles) despite these adjustments, the student will be moved to Tier 3 interventions for more intensive, individualized support.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students who score a Level 3 or above on the ELA FAST PM3 are not required to take an intensive reading class. These students will continue in their standard coursework without additional intervention. For students who score a Level 2 on the ELA FAST PM3, further assessment is needed to determine placement. These students should take the NWEA MAP Growth Assessment. If the student scores above the 30th percentile, they may either (1) be placed in a Science or Social Studies class taught by a CLS-designated teacher, or (2) be enrolled in a Read 180 Intensive Reading class. If the student scores below the 30th percentile, they should be placed in a Read 180 Intensive Reading class. Students who score below 195 on the MAP Growth Assessment are considered substantially below grade level and will automatically be enrolled in a targeted intervention program that addresses phonics, fluency, vocabulary, and comprehension (e.g., Read 180 with CODE, Wilson Just Words, or REWARDS). English Language Proficiency must be taken into consideration when determining the placement of LY students in Intensive Reading classes. Students who score a Level 1 on the ELA FAST PM3 must be placed into an Intensive Reading class. These students should also take the NWEA MAP Growth Assessment to help inform instructional needs. Students will be placed in a Read 180 Intensive Reading class, and those scoring below 195 on the MAP Growth Assessment will be automatically enrolled in a targeted intervention program focused on phonics, fluency, vocabulary, and comprehension. As with Level 2 students, English Language Proficiency must be considered when placing LY students into Intensive Reading classes.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 20 - 30 Course(s) where interventions take place: Intensive Reading / Content Literacy Strategies Science or Social Studies		

Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	Strong	
Wilson Reading System (phonological awareness, phonics, text processing)	Promising	On State Approved Intervention List
S.P.I.R.E.	N/A	On the State Approved Intervention List
Really Great Reading: HD Word	N/A	HD Word does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>: Recommendation(s) AND level(s) of evidence: 1. Develop awareness of the segments of sound in speech and how they link to letters (Strong Evidence). 2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by: ● Providing explicit, multisensory, and systematic instruction. ● HD Word includes 33 weeks of targeted instruction in phonemic awareness, phonics, syllable types, and fluency. ● The program offers ready-to-teach scripted lessons with a colorful, animated teacher presentation tool. ● Instruction emphasizes word study and fosters high transfer rates to other reading skills, including fluency, vocabulary, and comprehension.

		● HD Word is designed to improve students' ability to accurately read complex words and can typically be completed in 16–33 weeks. ● A diagnostic grouping matrix places students based on decoding deficits or fluency needs, with recommendations for appropriate group sizes. ● The program is flexible and can be implemented in various settings: as a whole group supplement for foundational reading, a large group early intervention for at-risk students, or a small group intervention for students struggling with multisyllabic word decoding. ● Three levels of difficulty (Foundations for Grades 2–5 and Essentials for Grades 5–8) allow instruction to be tailored to students' needs. ● Instruction is supported through multisensory tools such as letter tiles, syllable boards, visual aids, decodable passages, vocabulary and fluency activities, and spelling instruction using heart words. The district will support and monitor implementation of this program by reviewing data from easyCBM, Acadience, or FastBridge, including district-wide and school-based professional learning opportunities to ensure fidelity of implementation and support instructional effectiveness.
Wilson Just Words	N/A	Wilson Just Words does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>: Recommendation(s) AND level(s) of evidence: 1. Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence). 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence). These recommendations were built into the program by: ● Following a 10-part lesson plan that addresses phonemic awareness, phonics and word study, encoding, high-frequency/sight word instruction, fluency, vocabulary, and

		both listening and reading comprehension in a sequential and integrated manner. • Wilson Just Words is a highly explicit, multisensory decoding and spelling program designed as a Tier 2 supplemental intervention for students in grades 4–12 who demonstrate mild to moderate gaps in decoding and spelling proficiency. • The program incorporates criterion-based assessments to monitor student progress and success. Instruction is delivered in small groups of up to 15 students, for 45-minute lessons, 3–5 days per week, by general education teachers, reading specialists, or interventionists. • The program offers a year-long reading and spelling curriculum using engaging, multisensory techniques. • Lesson activities such as dictation support the development of the alphabetic principle, phonological awareness at the phonemic level, automatic word recognition, independent spelling, auditory memory, and proofreading skills. • Orthographic mapping of print to sounds is emphasized to enhance fluent reading and accurate spelling. • Activities like high-frequency word practice and Just Start routines activate prior knowledge and improve automatic word recognition. • Additional components such as Phrase It Practice and Story Activities foster fluency, word usage in context, sentence construction, visualization, and retelling. The district will support and monitor the implementation of this program by providing district-wide and school-based professional learning opportunities to ensure fidelity of implementation and ongoing instructional support.
REWARDS Intermediate	N/A	REWARDS Intermediate does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>: Recommendation(s) AND level(s) of evidence: 1. Build students’ decoding skills so they can read complex multisyllabic words (Strong Evidence). 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence).

		These recommendations were built into the program by: ● Providing explicit, structured, and systematic instruction focused on decoding multisyllabic words, understanding prefixes and suffixes, increasing reading fluency, building academic vocabulary, and deepening reading comprehension—all while building student confidence. ● REWARDS Intermediate is designed for students in grades 4–6 who read at a 3.0 grade level or higher, and includes 25 lessons, each 60 minutes in length. REWARDS Secondary, designed for students in grades 6 and above, also targets those reading at a 3.0 grade level or higher, with 20 lessons, each lasting 60 minutes. ● The program provides strategies for decoding multisyllabic words to improve comprehension and fluency, equipping students with tools to better access grade-level content. ● It has proven effective for a wide range of struggling readers, including English language learners, students with reading disabilities, and those who have fallen behind. ● Instruction can be delivered by a variety of educators—including teachers, paraprofessionals, and volunteers—and is supported with on-demand training and educator support. The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or FastBridge, including district-wide and school-based professional learning opportunities to ensure fidelity of implementation and instructional success.
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Strategies: Comprehension & Vocabulary: Repeated Reading w/ Oral Retell; Ask, Read, Tell; Reciprocal Teaching; Shared Reading; Guided Reading	N/A	Comprehension & Vocabulary Strategies (Repeated Reading with Oral Retell, Ask-Read-Tell, Reciprocal Teaching, Shared Reading, Guided Reading) do not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i> and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>: Recommendation(s) AND level(s) of evidence: 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). ● 3A. Build students’ world and word knowledge so they can make sense of the text ● 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read ● 3C. Teach students a routine for determining the gist of a short section of text ● 3D. Teach students to monitor their comprehension as they read These recommendations were built into the program by implementing several research-aligned instructional strategies: ● Ask, Read, Tell: ○ <i>Ask</i>: Before reading, students preview the title, activate prior knowledge, and generate two questions they hope to answer. ○ <i>Read</i>: Students stop after each paragraph to assess comprehension and apply fix-up strategies as needed. ○ <i>Tell</i>: After reading, students answer their own questions and discuss responses with a peer partner. ● Reciprocal Teaching: Students engage in peer-led discussions using the strategies of <i>Predicting</i>, <i>Clarifying</i>, <i>Questioning</i>, and <i>Summarizing</i>, with teachers initially modeling and gradually releasing responsibility. ● Shared Reading: Students read an engaging shared text (e.g., poem, song, article) with teacher support. The teacher models features of the text, reads with the students, and facilitates discussion to deepen understanding. Texts are revisited multiple times to reinforce comprehension. ● Guided Reading: Instruction includes rereading familiar texts, phonics/word work, and reading new texts with teacher
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		prompts. After reading, students discuss and revisit texts, followed by targeted letter/word work. The district will support and monitor the implementation of these strategies by providing district-wide and school-based professional learning opportunities to ensure fidelity of implementation and instructional effectiveness.
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Model, Practice, Reflect	N/A	Model, Practice, Reflect does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Recommendation(s) AND level(s) of evidence: <i>Teaching Secondary Students to Write Effectively</i> 1. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle (Strong Evidence). <i>Providing Reading Interventions for Students in Grades 4–9</i> 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> 2: Provide direct and explicit comprehension strategy instruction (Moderate Evidence). These recommendations were built into the program by: ● Structuring instructional routines around a gradual release model in which teachers first Model literacy strategies, then guide students through Practice with scaffolded support, and finally engage students in Reflect activities to build metacognitive awareness and deepen comprehension. ● The Model, Practice, Reflect cycle is embedded across reading and writing tasks to enhance student learning and strategy use. The district will support and monitor implementation of this program by conducting regular instructional walkthroughs, collecting implementation fidelity data, and offering targeted feedback and coaching. This includes professional learning opportunities such as workshops on evidence-based literacy strategies, modeling of the Model-Practice-Reflect framework, and collaborative planning sessions for integrating these practices into daily instruction.
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See, Say, Move	N/A	See, Say, Move does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9:</i> 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence). 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence). 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). These recommendations were built into the program by designing activities that engage students in multisensory learning. ● In the See phase, students visually identify letters or word parts; in the Say phase, they articulate the corresponding sounds; and in the Move phase, they physically manipulate letters or tokens to represent phonemes, enhancing their decoding and phonemic awareness skills. ● This approach aligns with the WWC recommendations by incorporating decoding practice, fluency development, and comprehension strategies through interactive and engaging methods. The district will support and monitor implementation of this program by providing instructional materials and resources, conducting regular classroom observations to ensure fidelity of implementation, and analyzing student performance data to inform instruction. This includes professional learning opportunities such as workshops on multisensory instructional techniques, training sessions on the See, Say, Move strategy, and collaborative planning meetings for educators to share best practices and address challenges.
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See, Say, Listen, Match	N/A	See, Say, Listen, Match does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>: 1. Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence). 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence). 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). These recommendations were built into the program by designing activities that engage students in multisensory learning. • In the See phase, students visually identify letters or word parts; in the Say phase, they articulate the corresponding sounds; during the Listen phase, they focus on auditory discrimination by listening to the correct pronunciation; and in the Match phase, they connect spoken words to their written forms, enhancing decoding and phonemic awareness skills. • This approach aligns with the WWC recommendations by incorporating decoding practice, fluency development, and comprehension strategies through interactive and engaging methods. The district will support and monitor implementation of this program by providing instructional materials and resources, conducting regular classroom observations to ensure fidelity of implementation, and analyzing student performance data to inform instruction. This includes professional learning opportunities such as workshops on multisensory instructional techniques, training sessions on the See, Say, Listen, Match strategy, and collaborative planning meetings for educators to share best practices and address challenges.
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
*Programs listed above under the Intensive (Tier 3) Instruction/Interventions are also utilized for Students with Disabilities within the District.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000 Teacher Directed Lessons (comprehension)		

Grades 9-12

13. Grades 9-12 Assessments

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

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
FastBridge	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☒ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Other District Assessment Florida Standards Quiz (FSQ) Unit Standard Assessment (USA)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☒ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
ELA Performance Assessment (PBPA)		☒ Vocabulary ☒ Comprehension		☐ 2 x Year ☐ Annually ☐ As Needed ☐ Other
Achieve 3000	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other 2 x Year; Supplemental bi-weekly
ACCESS for ELLs A suite of summative English Language Proficiency Assessments and a WIDA Language Development Standards based reference test	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
easyCBM	☒ Grade 9 ☒ Grade 10 ☒ Grade 11	☐ Oral Language ☒ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☒ Weekly ☒ 2 x Month ☒ Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 12 Identified students based on need	☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☐ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Acadience Reading	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 Identified students based on need	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☒ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

Grades 9-12: When identifying students with a substantial deficiency in reading, the District follows this process:

Students who score a Level 3 or above on the ELA FAST PM3 are not required to take an Intensive Reading class. These students will continue in their standard coursework without additional intervention.

Students who score a Level 2 on the ELA FAST PM3 require further consideration to determine appropriate placement. Those within the high Level 2 range may be placed either in a Science or Social Studies class taught by a Content Literacy Strategy (CLS) designated teacher or in an Intensive Reading class. Students scoring within the low Level 2 range should be administered the FastBridge AUTOreading and aReading screeners. If the results indicate performance at or below the 15th percentile, signifying high risk, the student should be placed in an Intensive Reading class that incorporates a phonics-based intervention.

Students who score a Level 1 on the ELA FAST PM3 must be placed in an Intensive Reading class. In addition, they should be administered the FastBridge AUTOreading and aReading screeners. If their performance is at or below the 15th percentile, they should also be enrolled in an Intensive Reading class that includes a phonics-based intervention.

For both Level 1 and Level 2 students, English Language Proficiency must be taken into account when determining the placement of LY students in Intensive Reading classes.

*Scheduling for ELLs, please see the FY26 ELL Course Suggested Placement Flow Chart

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

The effectiveness of Tier 1 instruction is monitored through student performance data, instructional observations, and ongoing collaborative analysis. School and district teams review progress-monitoring and district benchmark assessment data to determine the percentage of students meeting grade-level expectations and identify areas of need. Data is also disaggregated by student subgroups to monitor equitable access and instructional effectiveness.

Regular classroom walkthroughs are conducted to monitor instructional practices and alignment with the Science of Reading and ELA B.E.S.T. Benchmarks. During collaborative planning sessions, teachers and instructional teams review student data, analyze student work, reflect on instructional practices, and determine next steps to strengthen Tier 1 instruction and improve student outcomes.

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

The effectiveness of Tier 2 interventions is monitored through ongoing progress monitoring, data analysis, and fidelity checks to ensure students are making meaningful growth in identified areas of need. Students receiving Tier 2 support are monitored regularly using curriculum-based measures and in-program data to track progress and determine whether they are meeting expected rates of improvement.

MTSS teams meet regularly to review student performance, identify students who are responding positively to intervention, and determine when instructional supports need to be adjusted or intensified. School and district teams also conduct fidelity checks to ensure interventions are implemented consistently and according to established protocols. Families are kept informed of their child's progress and any changes to Tier 2 supports or interventions.

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

The effectiveness of Tier 3 interventions is monitored through frequent progress monitoring, ongoing data analysis, and fidelity checks to ensure students are making meaningful growth in identified areas of need. Students receiving Tier 3 support are monitored biweekly using curriculum-based measures and in-program data. Student progress is tracked over time and compared to individualized growth goals and expected rates of improvement.

MTSS teams meet frequently to analyze progress-monitoring data, evaluate each student's response to intervention, and make data-based decisions regarding the continuation, modification, or intensification of supports. School and district teams also conduct fidelity checks to ensure interventions are implemented consistently and according to established protocols. Families are regularly informed of their child's progress and any adjustments made to Tier 3 supports or interventions.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: The student scores on grade level on the FastBridge Assessment. The student's previous year FAST ELA PM1, PM2, or PM3 scores are at level 3 or above. An 11th or 12th grade student has earned a state-approved concordant score. Students will continue to receive disciplinary literacy strategies in their content-area classes. *Scheduling for ELLs, please see the FY26 ELL Course Suggested Placement Flowchart criteria that will be used.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • Tier 1 instruction is considered sufficient when at least 80% of students score at or above proficiency on the FAST ELA assessment and achieve 65% or higher on District Assessments such as the Florida Standards Quiz (FSQ), Unit Standard Assessment (USA), or the ELA Performance-Based Assessment (PBPA). • If a student scores below proficiency on the FAST and below 65% on the District Assessments, then additional targeted instruction should be provided within the Language Arts classroom using CPALMS Student Tutorials.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	
Savvas MyPerspectives Florida	
Additional performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Below grade level performance on multiple data sources: FAST Progress Monitoring Level 1 or 2, District Progress Monitoring Assessments, Formative Assessments. •	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	

Students who meet the following criteria at the beginning of the school year: • A score of level 1 or 2 on the FAST. • Scored below grade level on FastBridge AUTOREading and aReading Screeners. Students who score a Level 3 or above on the ELA FAST PM3 are not required to take an Intensive Reading class. These students will continue in their standard coursework without additional intervention.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 20 - 30 Course(s) where interventions take place: Intensive Reading / Content Literacy Strategies Science or Social Studies		
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)
Wilson Reading System (phonological awareness, phonics, text processing)	Promising	On State Approved Intervention List
S.P.I.R.E.	N/A	On State Approved Intervention List
Really Great Reading: HD Word	N/A	HD Word does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>: Recommendations AND level(s) of evidence: 1. Develop awareness of the segments of sound in speech and how they link to letters (Strong Evidence). 2. Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). 3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence).

		These recommendations were built into the program by providing explicit, multisensory, and systematic instruction. • HD Word includes 33 weeks of targeted instruction in phonemic awareness, phonics, syllable types, and fluency. • The program offers ready-to-teach scripted lessons with a colorful, animated teacher presentation tool. • Instruction emphasizes word study and fosters high transfer rates to other reading skills, including fluency, vocabulary, and comprehension. • HD Word is designed to improve students' ability to accurately read complex words and can typically be completed in 16–33 weeks. • A diagnostic grouping matrix places students based on decoding deficits or fluency needs, with recommendations for appropriate group sizes. • The program is flexible and can be implemented in various settings: as a whole group supplement for foundational reading, a large group early intervention for at-risk students, or a small group intervention for students struggling with multisyllabic word decoding. • Three levels of difficulty (Foundations for Grades 2–5 and Essentials for Grades 5–8) allow instruction to be tailored to students' needs. Instruction is supported through multisensory tools such as letter tiles, syllable boards, visual aids, decodable passages, vocabulary and fluency activities, and spelling instruction using heart words. The district will support and monitor implementation of this program by reviewing data from easyCBM, Acadience, or FastBridge, including district-wide and school-based professional learning opportunities to ensure fidelity of implementation and support instructional effectiveness.
Wilson Just Words	N/A	Wilson Just Words does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>: Recommendations AND level(s) of evidence: 1. Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence).

		2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence). These recommendations were built into the program by: ● Following a 10-part lesson plan that addresses phonemic awareness, phonics and word study, encoding, high-frequency/sight word instruction, fluency, vocabulary, and both listening and reading comprehension in a sequential and integrated manner. ● Wilson Just Words is a highly explicit, multisensory decoding and spelling program designed as a Tier 2 supplemental intervention for students in grades 4–12 who demonstrate mild to moderate gaps in decoding and spelling proficiency. ● The program incorporates criterion-based assessments to monitor student progress and success. Instruction is delivered in small groups of up to 15 students, for 45-minute lessons, 3–5 days per week, by general education teachers, reading specialists, or interventionists. ● The program offers a year-long reading and spelling curriculum using engaging, multisensory techniques. ● Lesson activities such as dictation support the development of the alphabetic principle, phonological awareness at the phonemic level, automatic word recognition, independent spelling, auditory memory, and proofreading skills. ● Orthographic mapping of print to sounds is emphasized to enhance fluent reading and accurate spelling. ● Activities like high-frequency word practice and Just Start routines activate prior knowledge and improve automatic word recognition. ● Additional components such as Phrase It Practice and Story Activities foster fluency, word usage in context, sentence construction, visualization, and retelling. The district will support and monitor the implementation of this program by providing district-wide and school-based professional learning opportunities to ensure fidelity of implementation and ongoing instructional support.
REWARDS Intermediate	N/A	REWARDS Intermediate does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>:

		Recommendations AND level(s) of evidence: 1. Build students’ decoding skills so they can read complex multisyllabic words (Strong Evidence). 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence). These recommendations were built into the program by: ● Providing explicit, structured, and systematic instruction focused on decoding multisyllabic words, understanding prefixes and suffixes, increasing reading fluency, building academic vocabulary, and deepening reading comprehension—all while building student confidence. ● REWARDS Intermediate is designed for students in grades 4–6 who read at a 3.0 grade level or higher, and includes 25 lessons, each 60 minutes in length. ● REWARDS Secondary, designed for students in grades 6 and above, also targets those reading at a 3.0 grade level or higher, with 20 lessons, each lasting 60 minutes. ● The program provides strategies for decoding multisyllabic words to improve comprehension and fluency, equipping students with tools to better access grade-level content. ● It has proven effective for a wide range of struggling readers, including English language learners, students with reading disabilities, and those who have fallen behind. ● Instruction can be delivered by a variety of educators—including teachers, paraprofessionals, and volunteers—and is supported with on-demand training and educator support. The district will support and monitor the implementation of this program by reviewing data from easyCBM, Acadience, or FastBridge, including district-wide and school-based professional learning opportunities to ensure fidelity of implementation and instructional success.
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Strategies: Comprehension & Vocabulary: Repeated Reading w/ Oral Retell; Ask, Read, Tell; Reciprocal Teaching; Shared Reading; Guided Reading	N/A	Comprehension & Vocabulary Strategies (Repeated Reading with Oral Retell, Ask-Read-Tell, Reciprocal Teaching, Shared Reading, Guided Reading) do not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i> and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>: Recommendations AND level(s) of evidence: 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). ● 3A. Build students’ world and word knowledge so they can make sense of the text ● 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read ● 3C. Teach students a routine for determining the gist of a short section of text ● 3D. Teach students to monitor their comprehension as they read These recommendations were built into the program by implementing several research-aligned instructional strategies: ● Ask, Read, Tell: ○ <i>Ask</i>: Before reading, students preview the title, activate prior knowledge, and generate two questions they hope to answer. ○ <i>Read</i>: Students stop after each paragraph to assess comprehension and apply fix-up strategies as needed. ○ <i>Tell</i>: After reading, students answer their own questions and discuss responses with a peer partner. ● Reciprocal Teaching: Students engage in peer-led discussions using the strategies of <i>Predicting</i>, <i>Clarifying</i>, <i>Questioning</i>, and <i>Summarizing</i>, with teachers initially modeling and gradually releasing responsibility. ● Shared Reading: Students read an engaging shared text (e.g., poem, song, article) with teacher support. The teacher models features of the text, reads with the students, and facilitates discussion to deepen understanding. Texts are revisited multiple times to reinforce comprehension. ● Guided Reading: Instruction includes rereading familiar texts, phonics/word work, and reading new texts with teacher prompts. After reading, students discuss and revisit texts, followed by targeted letter/word work.
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		The district will support and monitor the implementation of these strategies by providing district-wide and school-based professional learning opportunities to ensure fidelity of implementation and instructional effectiveness.
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Model, Practice, Reflect	N/A	Model, Practice, Reflect does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Teaching Secondary Students to Write Effectively</i> 1. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle (Strong Evidence). <i>Providing Reading Interventions for Students in Grades 4–9</i> 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> 2. Provide direct and explicit comprehension strategy instruction (Moderate Evidence). These recommendations were built into the program by: • Structuring instructional routines around a gradual release model in which teachers first Model literacy strategies, then guide students through Practice with scaffolded support, and finally engage students in Reflect activities to build metacognitive awareness and deepen comprehension. • The Model, Practice, Reflect cycle is embedded across reading and writing tasks to enhance student learning and strategy use. The district will support and monitor implementation of this program by conducting regular instructional walkthroughs, collecting implementation fidelity data, and offering targeted feedback and coaching. This includes professional learning opportunities such as workshops on evidence-based literacy strategies, modeling of the Model-Practice-Reflect framework, and collaborative planning sessions for integrating these practices into daily instruction.
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See, Say, Move	N/A	See, Say, Move does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>. Recommendations AND level(s) of evidence: 1. Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence). 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence). 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). These recommendations were built into the program by designing activities that engage students in multisensory learning. • In the See phase, students visually identify letters or word parts; in the Say phase, they articulate the corresponding sounds; and in the Move phase, they physically manipulate letters or tokens to represent phonemes, enhancing their decoding and phonemic awareness skills. • This approach aligns with the WWC recommendations by incorporating decoding practice, fluency development, and comprehension strategies through interactive and engaging methods. The district will support and monitor implementation of this program by providing instructional materials and resources, conducting regular classroom observations to ensure fidelity of implementation, and analyzing student performance data to inform instruction. This includes professional learning opportunities such as workshops on multisensory instructional techniques, training sessions on the See, Say, Move strategy, and collaborative planning meetings for educators to share best practices and address challenges.
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See, Say, Listen, Match	N/A	See, Say, Listen, Match does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>. Recommendations AND level(s) of evidence: 1. Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence). 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence). 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). These recommendations were built into the program by designing activities that engage students in multisensory learning. • In the See phase, students visually identify letters or word parts; in the Say phase, they articulate the corresponding sounds; during the Listen phase, they focus on auditory discrimination by listening to the correct pronunciation; and in the Match phase, they connect spoken words to their written forms, enhancing decoding and phonemic awareness skills. • This approach aligns with the WWC recommendations by incorporating decoding practice, fluency development, and comprehension strategies through interactive and engaging methods. The district will support and monitor implementation of this program by providing instructional materials and resources, conducting regular classroom observations to ensure fidelity of implementation, and analyzing student performance data to inform instruction. This includes professional learning opportunities such as workshops on multisensory instructional techniques, training sessions on the See, Say, Listen, Match strategy, and collaborative planning meetings for educators to share best practices and address challenges.
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students should be administered the FastBridge AUTOREading and aReading screeners. If their performance is at or below the 15th percentile, they should also be enrolled in an Intensive Reading class that includes a phonics-based intervention.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • A score of level 1 or 2 on the ELA FAST. Students who score a Level 3 or above on the ELA FAST PM3 are not required to take an Intensive Reading class. These students will continue in their standard coursework without additional intervention. Students who score a Level 2 on the ELA FAST PM3 require further consideration to determine appropriate placement. Those within the high Level 2 range may be placed either in a Science or Social Studies class taught by a Content Literacy Strategy (CLS) designated teacher or in an Intensive Reading class. Students scoring within the low Level 2 range should be administered the FastBridge AUTOREading and aReading screeners. If the results indicate performance at or below the 15th percentile, signifying high risk, the student should be placed in an Intensive Reading class that incorporates a phonics-based intervention. Students who score a Level 1 on the ELA FAST PM3 must be placed in an Intensive Reading class. In addition, they should be administered the FastBridge AUTOREading and aReading screeners. If their performance is at or below the 15th percentile, they should also be enrolled in an Intensive Reading class that includes a phonics-based intervention. For both Level 1 and Level 2 students, English Language Proficiency must be taken into account when determining the placement of LY students in Intensive Reading classes.		

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.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
*Programs listed above under the Intensive (Tier 3) Instruction/Interventions are also utilized for Students with Disabilities within the District.		
English Language Learners		
*Programs listed above under the Intensive (Tier 3) Instruction/Interventions are also utilized for English Language Learners within the District.		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000 Teacher Directed Lessons (comprehension)	Strong	

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

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

Name of Professional Learning	Target Audience	Description
Elementary Literacy Leaders	Reading Coaches/Member of school literacy leadership team	To deepen expertise in the most effective literacy practices, while also ensuring alignment with Florida's B.E.S.T. ELA Standards.
K-5 Literacy Cadres	Elementary Teachers with a year or less of teaching experience	To support teachers with deepening their understanding of the ELA B.E.S.T. Standards and instructional implications.
Foundational Literacy in Grades K-5	Elementary ELA Teachers	Provide effective instructional practices to facilitate foundational literacy development for all students. This session will describe the relationship between foundational skills and skilled reading.
UFLI Foundations	K-2 ELA Teachers using UFLI as their core Phonics program for instruction	This session will provide participants with training on UFLI Foundations, an explicit and systematic phonics program to teach foundational skills necessary for proficient reading.
K to 2 Small Group Differentiated Literacy Instruction	K-2 ELA Teachers	This session will explore various small-group structures and their associated resources to streamline planning and ensure that every learner's needs are met. Plus, we'll dive into effective management strategies for the rest of your class, ensuring meaningful

		independent learning while you provide targeted support at the teacher table.
Secondary ELA Content Clinics	Secondary ELA Teachers	Provide ongoing training for best practices with standards-based ELA instruction, including scaffolds and differentiation for Tier 2 interventions in the Core ELA class.
Content Literacy Strategies Training (CLS) for Science and Social Studies	Secondary Science and Social Studies Teachers	Provide ongoing training and literacy coaching based on the Science of Reading, Intervention Strategies, Foundational Skills, Florida's Formula for Success.
Secondary Intensive Reading Coaches Meetings	Secondary Reading Intervention Literacy Coaches	Provide ongoing training and literacy coaching based on the Science of Reading, Intervention Strategies, Foundational Skills, Florida's Formula for Success.
Bi-Monthly Secondary Literacy Support	Secondary Principals/APs/SSCCs/Literacy Coaches	Ensure consistency and clarity for USA/PM data, walkthroughs, new resources, PLC agenda items, and upcoming teacher PL.
CLASS Instructional Practices	VPK Staff	Provide ongoing training opportunities for all VPK staff around CLASS Instruction Support domains and dimensions, with a focus on literacy.
Creative Curriculum Kickstart Literacy Training	Creative Curriculum VPK Staff	Provide targeted professional development for VPK staff in the Creative Curriculum pilot program on the targeted Kickstart Literacy program.
Supplemental Academic Instruction (SAI) Series	Supplemental Academic Instruction (SAI) Teachers	Provide training on observing students' reading behaviors and using data to identify student needs and plan and implement guided reading instruction.
Intervention Program and Strategy Training	Grades K-5 Interventionists	Provide program/strategy specific training, including an overview of the reading component(s) and instruction on how to implement the program or strategy with students.
Data Driven Intervention Training	Grades K-5 Interventionists	To support fidelity throughout the intervention process, including data analysis, identifying students' support needs and learning targets, matching interventions, and monitoring student progress and response to intervention.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. The Department of Early Childhood Education provides targeted professional learning to support FEEP-funded instructional personnel and certified PreK teachers in earning certifications, credentials, endorsements, or advanced degrees in scientifically researched and evidence-based reading instruction.		

Support includes:

- **Individualized coaching** to guide teachers in navigating and utilizing available District and State resources aligned with evidence-based reading practices.
- **Access to Lastinger Center micro-credential programs**, which offer competency-based pathways focused on literacy instruction.
- **SEEK Scholarships** funded by the Children's Services Council of Palm Beach County, which cover college-level coursework at Palm Beach State College, Florida Atlantic University and Florida International University for teaching staff working with children from birth to age five.
- **Access to Teaching Strategies Professional Learning Hub**, which offers the required 120 hours of instruction needed for our paraprofessionals wanting to apply for a Staff Credential, as well as several CEU approved courses in literacy instruction for all teaching staff members.

These professional learning opportunities are designed to strengthen literacy instruction by building teacher capacity in research-based practices proven to support early reading success.

Differentiated Professional Learning

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

To maximize instructional impact, Professional Learning Community (PLC) time is dedicated exclusively to collaborative data analysis and instructional planning. Teams will receive professional learning on and use a standardized agenda with specific time blocks to review data, identify student needs, and plan literacy strategies. For shared accountability, completed agendas are submitted to a centralized digital folder, allowing administrators to review progress weekly and offer targeted support.

Additionally, district Professional Learning (PL) sessions are designed to be continuous, structured, and highly focused on essential content. By incorporating Universal Design for Learning (UDL) and a "train-the-trainer" model, these inclusive, multi-track sessions ensure sustained professional growth and ongoing knowledge sharing for all teachers.

To successfully apply new learning in day-to-day classroom instruction and support student achievement, District and School Leaders, along with school literacy leadership teams, will work together to create school-level systems for continuous coaching and learning from Professional Learning sessions.

To ensure robust oversight of literacy instruction across all instructional tiers (Tiers 1-3), principals will complete at least 5 literacy-focused classroom walkthroughs each week using a standardized Literacy Walkthrough Tool, which outlines a unified definition of "evidence-based literacy/intervention practices" across all school sites. To support this initiative, administrators will receive calibration training on evidence-based reading practices to establish clear instructional "look-fors." Regional and Instructional Superintendents will monitor principals' use of the Walkthrough Tool by conducting periodic walkthroughs to ensure its effectiveness.

The District plans to collaborate with the Senior Regional Literacy Directors and leverage experts from within and outside the District to plan and implement the CERP priorities and strategies described above, with a primary focus on professional development for teachers and school leaders. The District plans to work closely with Just Read, Florida, drawing on their expertise to help plan and implement the CERP priorities and strategies.

Mentor Teachers

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

School Leaders will continue to identify mentor teachers and establish model classrooms within the school and utilize them to support the professional learning around the foundational skills, B.E.S.T. standards and interventions.

Professional Learning Time

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

Time is provided for teachers to meet weekly where professional development training is then transferred and practiced through Professional Learning Community (PLC) meetings, cadres, workshops, etc.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
N/A		

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.o., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describes the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

In accordance with Section 1008.25(5)(d), F.S., the link to the Read-at-Home Plan is embedded in the Reading Deficiency Letter and Monthly Parent Notification Letter that is provided to all parents upon identification of a student with a substantial deficiency in reading. Additionally, a parent brochure, "Strategies to Support Your Child with Reading at Home," is printed and sent home with all students who are identified with a substantial deficiency in reading. This brochure is available in English, Spanish, Creole, and Portuguese. The Read-at-Home Plan includes multisensory strategies and prompts for parents to use with their child in the areas of Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Text Processing, and Comprehension.

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

The New Worlds Reading Initiative (NWRI) is an additional resource program the District participates in for each eligible enrolled K-5 grade student to receive a new book mailed to them each month.

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 strategically prioritizes the assignment of highly effective teachers to early grade levels (Kindergarten through Grade 2) in alignment with Florida Statute §1012.34(2)(e) and as detailed in its FY26 Supplemental Academic Instruction (SAI) Plan. This approach ensures that the youngest learners,

particularly those identified with substantial reading deficiencies, receive support from teachers who demonstrate the highest levels of instructional effectiveness. Retained third graders are the highest priority, followed by students in grades 2 and 1, with teachers selected for their effectiveness, reading credentials, and demonstrated ability to deliver evidence-based, data-driven reading instruction. SAI teachers provide targeted Supplemental (Tier 2) and Intensive (Tier 3) interventions and must meet rigorous qualifications, including experience with at-risk students and training in the science of reading. The district stresses early intervention, requiring progress monitoring plans and ongoing assessment of student growth. To maintain instructional quality, all SAI teachers must hold a reading endorsement or certification by FY26.

9) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that 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.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.

	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.
Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date:

Appendix

Elementary English Language Learner Intervention **Course Code Notes (ELDC)**

The ELDC

Introduction

English Language Learners (ELLs) register in Palm Beach County's schools each day of the academic year at all grade levels (KG through 12). Their oral English skills range from beginning to proficient. In addition, while the majority of older ELLs arrive with extensive formal educational experiences and accompanying high levels of literacy, some entering students bring only limited experiences, and a few students bring no academic experience at all. An effective educational program for ELLs must provide a multi-faceted continuum of instructional services to meet the academic and language needs of all ELLs.

Such a continuum must first provide academic expectations for students based on the Florida State Standards. The State of Florida requires that grade appropriate academic content form the core of instruction for all students, including ELLs. The scope of the curriculum for students, therefore, must never be limited or postponed due to a student's level of English proficiency.

The continuum must also provide a link between content related instruction and English language development instruction. The language of academic instruction must be modified to make its content comprehensible and to facilitate English language development. At the same time, instruction in English must purposefully focus on the pronunciation, vocabulary, and syntax necessary to comprehend the academic content.

Additionally, the continuum is designed to integrate literacy development into the program of instruction. It is a relatively easy process for students who can read in their heritage/native language to transfer that skill to English. Students with limited or no ability to read in any language, however, cannot be expected to master written English skills without explicit, systematic reading instruction.

Finally, reliable and valid assessment pieces are included to determine students appropriate placement on the continuum upon entry and monitor their movement along the continuum over time. Monitoring allows for necessary adjustments in instructional services to individual students, determines whether students are making adequate academic and linguistic progress, and serves to evaluate the quality of the instructional program itself.

The English Language Development Continuum

The English Language Development Continuum (ELDC) prescribes instruction and determines adequate progress in English language development based upon grade level, oral proficiency in English, and written ability in either English

or another language. The Continuum is designed for students from kindergarten through grade twelve. A copy of the ELDC is located in the Appendix.

Determining Initial Student Placement

Local English Language Proficiency (ELP) assessments are used upon entry to determine proficiency in English. Because scores vary from one assessment to the next, it is necessary to refer to the Proficiency Table for the specific grade level ELP assessment, the ELDC chart, as well as the Initial Placement Chart of English Language Learners (see Appendix).

The Written Language Development Indicator-Primary (WLDI-P) may be administered to students *upon entry* as an indicator of a student's ability to read and write in their primary language. If a student cannot write a complete sentence in their primary language, s/he should be placed in Literacy Level 1. If a student demonstrates the ability to write connected sentences or paragraphs in their primary language with limited errors in mechanics, agreement, usage, and spelling, s/he should be placed in Literacy Level 2 (or higher as indicated by the ELP assessment).

Determining Adequate Student Progress in English

Oral Language Development

Oral English language development is represented on the Continuum by horizontal movement from left to right. There are four levels of development along this horizontal line:

- Beginning (B) Level indicates little or no oral proficiency in English
- Low Intermediate (L) Level indicates little to limited English speaking ability
- High Intermediate (H) Level indicates limited English speaking ability
- Proficient (P) Level indicates fluent or near fluent ability in oral English

Given a nurturing, linguistically rich and interactive environment, it usually takes at least two years for a Beginning Level English speaker to become a Proficient Level English speaker. Note that students may advance along the ELDC at a more rapid rate if their literacy or oral proficiency allows.

To monitor students' oral English language development on the Continuum, it is necessary to review placement at the beginning of the academic year (or at entrance), mid-year, and at the end of the school year. Oral language scores from the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) assessment will be used at the beginning of the school year and the Oral Language Development Indicator (OLDI) will be used throughout the year, as applicable.

Literacy Development

The level of Reading and Writing language development (literacy) is represented on the Continuum by vertical movement from bottom to top. There are four levels of proficiency along this line of the Continuum:

- Literacy level 1 represents little to limited ability to read and write in English and/or Native language. Students who enter the American educational system at this level may have had limited formal schooling.
- Literacy Level 2 represents limited to moderate ability to read and write in English. A Low Intermediate, High Intermediate or Proficient Level student at Literacy Level 2 usually reads English significantly below "at grade level" reading levels.
- Literacy Level 3 represents an extensive ability to read and write in English. High Intermediate or Proficient Level ELLs at Literacy Level 3 may not be meeting minimal pupil progression requirements for "at grade level" reading levels in English.
- Literacy Level 4 represents a reading and writing level in English that meets the appropriate grade-level student progression requirements for all pupils.

In addition, elementary schools should refer to the applicable Trimester Benchmark Reading Levels for students in grades K-5. Multiple sources of data should be used to determine a student's literacy level in English.

To monitor students' English language development in reading on the Continuum, it is necessary to review placement at the beginning of the academic year (or at entrance), mid-year, and at the end of the school year. Schools may use ACCESS for ELLs scores and the Florida Standards Assessment (FSA) ELA score in August (or earlier, if available), and any other classroom based literacy assessments administered throughout the year as an indicator of a student's ability to read, write and comprehend in English. ACCESS for ELLs is administered annually in the spring. Just as one test cannot determine how well a student has mastered oral English language skills, no single assessment tool can accurately determine a student's level of English language development. Multiple indicators, including teacher judgment, should be utilized.

English Language Development Levels

ELDC Level B (Beginning Speaker)

ESOL Program Eligibility

All students at this level in kindergarten through twelfth grade are eligible for the ESOL program.

WIDA Correlation

Entering

Description of Students

These students rarely use English for communication and generally respond non-verbally to commands and questions. While the students at this level produce little to no oral English, it should not be a cause for concern, as a "silent period" of several weeks to months is typical in the first phase of second language acquisition. During this time, students will process English communication continually as they build, test, and refine their own English grammar. Gradually, they will begin using simple words and phrases for survival needs. They may often omit important words, and they may include their home language (code-switching) to fill gaps in English fluency.

These students may have had little-to-extensive formal education and, thus, have varying literacy levels.

Instructional Focus

Exposure to the written form of English should not be postponed until some oral mastery of English is attained. On the contrary, oral mastery should be built around a balanced literacy approach that incorporates listening, speaking, reading, and writing such as a small group rotational model. Similarly, both oral and written English language development *must* be linked to academic development.

Teachers should develop English listening skills by conducting frequent comprehension checks, repeating key instructional points, and employing visuals and realia that build background knowledge and illustrate oral messages. Students should be encouraged to use their home language.

To help students increase their oral English fluency, teachers should clarify and expand upon student statements, and have students interact frequently with other students in small groups. Create word lists and interactive word walls of subject-related vocabulary and review the lists frequently. Teach students how to use root words and word stems in bilingual dictionaries, as well as how to recognize cognates. These skills should be practiced regularly.

Encourage students to speak in complete sentences. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements. Gradually, yet systematically, introduce new grammatical structures. Correct pronunciation only when it interferes with comprehension.

As students begin to understand the concepts of print, involve them in a balance of English phonological, syntactic and semantic development activities. When introducing a new text, semantic development activities should first focus on

meaning. These should be followed by phonological development activities to bring attention to individual words, sounds, and letters, and then syntactic development activities to focus on the structure of language.

To promote reading development in English, semantic (meaning-based) activities should come first, followed by syntactic development activities that focus on language structures. Encourage students to read silently as well as orally. As reading skills increase, students should be urged to increase both their oral reading fluency rate and the time they spend reading silently. Also, they should be increasingly exposed to unfamiliar texts. Teachers may not need to employ phonologically based activities that focus on letter-sound relationships unless students have a background in a non-western alphabet. As students gain proficiency in letter-sound relationships, these activities may be phased out.

To promote writing development in English, teachers should focus on such conventions as directionality, correct letter formation, and letter-sound relationships. When students are able, they should experiment with simple descriptive sentences. Encourage inventive spelling. As students are able, help them move from writing simple descriptive sentences to extended narrative pieces. Provide them with suggestions and models, and continually add to a word list/word wall (at all grade levels) for student reference. Gradually introduce the use of adjectives and then conjunctions. Gradually introduce the use of a variety of tenses and sentence structures. Model pre-writing and planning strategies, and encourage students to edit their work.

Determining Adequate Progress - Beginning Speaker (B)

- Students beginning in this level who reach Low Intermediate/Literacy Levels 1 or 2 (L1 or L2) within one semester (elementary) or within four academic quarters (secondary) are making adequate progress.
- Students beginning in this level who do not progress to Low Intermediate Literacy Levels 1 or 2 (L1 or L2) within the proper time frame are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation/intervention and develop a plan for these students to progress. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

ELDC Level L1 (Low Intermediate Speaker/Literacy Level 1)

ESOL Program Eligibility

All students at this level in kindergarten through grade twelve are eligible for the ESOL program.

WIDA Correlation

Entering to Emerging

Description of Student

These students have much difficulty understanding what is said in the classroom, especially if it is not said slowly or with repetition. Conversation with these students is often disrupted by searches for the correct word. Frequent errors in grammar and word order limit their speech and often obscure the meaning. They are able to ask for assistance to enhance their fluency.

It is possible that these students have not had formal education in their home language. They may have only a very beginning concept of literacy. Literacy within this level ranges from no concepts of print to the ability to string some words or phrases.

Although these students may have had some experience with the culture of school, they may still perform below grade level in all subject areas.

Instructional Focus

Classroom instruction should follow a small group rotational model by incorporating listening, speaking, reading, and writing. Both oral and written English language development *must* be linked to academic development.

Teachers should frequently check for comprehension, repeat key instructional points, and employ visuals and semantic maps to support abstract concepts and promote English listening skill development. Students should also be allowed to use their home language.

In order to help students increase their oral English fluency, teachers must structure situations that allow two students to speak for a variety of purposes. Encourage students to participate in both formal and informal conversations. Create situations that will give them the opportunity to practice their oral English. Teachers should clarify and expand upon student statements, and have students interact frequently in small groups. Assist by providing new vocabulary as appropriate to their needs. Create interactive word lists/walls of subject-related vocabulary and review the lists frequently. Teach students how to use bilingual dictionaries, as well as recognize cognates, and practice these skills often.

Encourage students to speak in English. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements.

Note inconsistencies in student grammar and make use of these “teachable moments.” Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio/cultural concerns.

To promote development in reading in English, teachers should focus first on the concept and characteristics of print. Help students learn letter-sound relationships, and break up spoken words into individual phonemes.

As students begin to understand the concepts of print, involve them in a balance of English phonological, syntactic, and semantic development activities. When introducing a new text, semantic (meaning-making) development activities should come first. These should be followed by phonological activities that bring attention to individual words, sounds, and letters. Finally, teachers should involve students in syntactic development activities that bring those strings of words together and show the structure of English.

To promote writing development in English, teachers should focus on such conventions as directionality, correct letter formation, and letter-sound relationships. When students are able, they should experiment with simple descriptive sentences. Encourage inventive spelling. Provide students with suggestions and models, and continually add to a word list or word wall for students of all ages to reference. Gradually introduce the use of adjectives, and then conjunctions.

Determining Adequate Progress - Low Intermediate Speaker/Literacy Level 1 (L1)

- Students beginning this level in grades 1-12 who reach the level of Low Intermediate/Literacy Level 2 (L2) or High Intermediate/Literacy Level 2 (H2) within two semesters/four academic quarters following placement at this level are making adequate progress.
- Kindergarteners who entered at Beginning Speaker Level (B) and move to Low Intermediate/Literacy Level 1 (L1) have until the end of first grade to move to Low Intermediate/Literacy Level 2 (L2) or High Intermediate/Literacy Level 2 (H2).
- Students beginning in Low Intermediate/Literacy Level 1 (L1) in *kindergarten* are making adequate progress if:
 - they reach the level of Low Intermediate/Literacy Level 2 (L2) or High Intermediate Literacy Level 2 (H2) within two semesters/four academic quarters following placement at this level; or
 - they may stay in Low Intermediate Literacy/Level 1 (L1) until the end of first grade, then move to High Intermediate Literacy/Level 2 (H2).
- Students in grades 1-12 who do not leave this level within two semesters/four academic quarters following placement are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a plan for these students to progress. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

ELDC Level L2 (Low Intermediate Speaker/Literacy Level 2)

ESOL Program Eligibility

All students at this level in kindergarten through twelfth grade are eligible for the ESOL program.

WIDA Correlation

Emerging to Developing

Description of Students

These students have much difficulty understanding what is said in the classroom, especially if it is not said slowly or with repetition. Conversation with these students is often disrupted by searches for the correct word. Frequent errors in grammar and word order limit their speech and often obscure the meaning. They are able to ask for assistance to enhance their fluency.

Few of these students are able to read and write at basic levels in English. Accordingly, they can read simple stories and informational books that are not dependent upon the repetition of language patterns and vocabulary, but not necessarily with comprehension. They have begun to integrate their background knowledge with the reading topic. They are able to write simple sentences in English with some errors in mechanics, agreement, spelling, and usage.

Instructional Focus

Classroom Instruction should align with Florida's Revised Formula for Success, including the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Core Instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii).

Teachers should frequently check for comprehension, repeat key instructional points, and employ visuals and semantic maps to support abstract concepts and promote English listening skill development. Students should also be encouraged to use their home language.

In order to help students increase their oral English fluency, teachers must structure situations that allow students to speak for a variety of purposes. Encourage students to participate in both formal and informal conversations. Create situations that will give them the opportunity to practice their oral English. Teachers should clarify and expand upon student statements, and have students interact frequently in small groups. Assist by providing new vocabulary as appropriate to their needs. Create interactive word lists/walls of subject-related vocabulary and review the lists frequently. Teach students how to use root words and word stems in bilingual dictionaries, as well as recognize cognates, and practice these skills often.

Encourage students to speak in English. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements.

To promote English reading development, teachers should focus on semantic (meaning) and syntactic (language structure) development activities. Encourage students to increase both their oral reading fluency and rate, and the time they spend reading silently. Students should be increasingly exposed to unfamiliar texts.

Writing development in English can be promoted when teachers focus on such conventions as spelling, capitalization, and punctuation. Introduce students to a variety of tenses. Provide them with suggestions to vary sentence length, to link ideas using conjunctions, and to use transition words accurately.

Determining Adequate Progress- Low Intermediate/Literacy Level 2 (L2)

- Students who move from Beginning (B) into Low Intermediate/Literacy Level 2 (L2) should move into High Intermediate/Literacy Level 2 or 3 (H2 or H3) within two semesters/four academic quarters.
- Students whose initial placement was Low Intermediate/Literacy Level 2 (L2), have the option of moving to High/Literacy Level 2 (H2) or High Intermediate/Literacy Level 3 (H3) within two semesters/four academic quarters

- Students in grades 1-12 who do not leave this level within two semesters/four academic quarters following placement are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a plan for these students to progress. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

ELDC Level H1 (High Intermediate Speaker/Literacy Level 1)

ESOL Program Eligibility

All students at this level in kindergarten through grade twelve are eligible for the ESOL program.

WIDA Correlation

Entering to Developing

Description of Students

These students understand some to most conversations at slow to normal speed. Occasional errors in grammar and word order are common but don't interfere with meaning. Conversation is generally fluent with occasional searches for the correct word.

It is not likely that these students have had formal education. They have only a very beginning concept of literacy. Their literacy ranges from no concepts of print to the ability to string some phrases or words.

Although these students may have had some experience with the culture of school, they may still perform below grade level in all subject areas.

Instructional Focus

Classroom Instruction should align with Florida's Revised Formula for Success, including the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Core Instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii).

Teachers should frequently check for comprehension, repeat key instructional points, and employ visuals and semantic maps to support abstract concepts and promote English listening skill development. Students should also be encouraged to use their home language.

In order to help students increase their oral English fluency, teachers must structure situations that allow students to speak for a variety of purposes. Encourage students to participate in both formal and informal conversations. Ask them to expand on their ideas, and assist by providing new vocabulary as appropriate to their needs. Create interactive word lists/walls of subject-related vocabulary and review the lists frequently. Teach students how to use bilingual dictionaries, focus on root words and stems, recognize cognates, and practice these skills often.

Encourage students to speak in complete sentences. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements.

Note inconsistencies in student grammar and make use of these "teachable moments." Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio/cultural concerns.

To promote development in reading in English, teachers should focus first on the concept and characteristics of print. Help students learn letter-sound relationships, and break up spoken words into individual phonemes.

As students begin to understand the characteristics of print, involve them in a balance of English phonological, syntactic and semantic development activities. When introducing a new text, semantic (meaning-making) development activities

should come first. These should be followed by phonological activities that bring attention to individual words, sounds, and letters. Finally, teachers should involve students in syntactic development activities that bring those strings of words together and show the structure of English.

To promote writing development in English, teachers should focus on such conventions as directionality, correct letter formation, and letter-sound relationships. When students are able, they should experiment with simple descriptive sentences. Encourage inventive spelling. Provide students with suggestions and models, and continually add to a word list or word wall for students of all ages to reference. Gradually introduce the use of adjectives, and then conjunctions.

Determining Adequate Progress – High Intermediate/Literacy Level 1 (H1)

- Students beginning this level in grades 1-12 who reach the level of High Intermediate/Literacy Level 2 (H2) or Proficient/Literacy Level 2 (P2) within two semesters/four academic quarters following placement at this level are making adequate progress.
- Kindergarteners who began in Low Intermediate/Literacy Level 1 (L1) and move to High Intermediate/Literacy Level 1 (H1) mid-year have until the end of first grade to move to High Intermediate/Literacy Level 2 (H2).
- Students beginning this level in *kindergarten* are making adequate progress if:
 - they reach the level of Proficient/Literacy Level 1 (P1) or High Intermediate/ Literacy Level 2 (H2) within two semesters/four academic quarters following placement at this level; or
 - they may stay in High Intermediate Literacy/Level 1 (H1) until the end of first grade, then move to High Intermediate/Literacy/Level 2 (H2).
- Students in grades 1-12 who do not leave this level within two semesters/four academic quarters following placement are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a plan for these students to progress. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

ELDC Level H2 (High Intermediate Speaker/Literacy Level 2)

ESOL Program Eligibility

All students at this level in kindergarten through grade twelve are eligible for the ESOL program.

WIDA Correlation

Emerging to Developing

Description of Students

These students understand some to most conversations at slow to normal speed. Occasional errors in grammar and word order are common but don't interfere with meaning. Conversation is generally fluent with occasional searches for the correct word.

Encourage students to speak in complete sentences. Repeat student statements, correct the grammar and offer alternative vocabulary, but do not require that individual students repeat the corrected statements. Make note of inconsistencies in student grammar and make the most of these "teachable moments." Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio-cultural concerns.

Encourage students to experiment with idioms, similes, and metaphors. Model pre-writing planning strategies and conventions pertaining to narrative, expository, and persuasive writing.

It is expected that these students will perform below grade level in all subject areas.

Instructional Focus

Classroom Instruction should align with Florida's Revised Formula for Success, including the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Core Instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii).

Continued oral English mastery should be built around **the six components of reading** by incorporating listening, speaking, reading, and writing. Both oral and written English language development *must* be linked to academic development. Teachers should frequently check for comprehension, repeat key instructional points, and employ visuals and semantic maps to support abstract concepts and promote English listening skill development. Students should be allowed to use their home language.

In order to help students increase their oral English fluency, teachers must structure situations that allow students to speak for a variety of purposes. Encourage students to participate in both formal and informal conversations. Ask them to expand on their ideas, and assist by providing new vocabulary as appropriate to their needs. Create interactive word lists/walls of subject-related vocabulary and review the lists frequently. Teach students how to use bilingual dictionaries, focus on root words and stems, recognize cognates, and practice these skills often.

Encourage students to speak in complete sentences. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements.

Note inconsistencies in student grammar and make use of these “teachable moments.” Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio/cultural concerns.

To promote development in reading in English, teachers should focus first on the concept and characteristics of print. Help students learn letter-sound relationships, and break up spoken words into individual phonemes. As students begin to understand the characteristics of print, involve them in a balance of English phonics, structure and meaning-development activities. When introducing a new text, meaning-making activities should come first. These should be followed by phonological activities that bring attention to individual words, sounds, and letters. Finally, teachers should involve students in activities that bring those strings of words together and show the structure of English.

To promote writing development in English, teachers should focus on such conventions as directionality, correct letter formation, and letter-sound relationships. When students are able, they should experiment with simple descriptive sentences. Encourage inventive spelling. Provide students with suggestions and models, and continually add to a word list or word wall for students of all ages to reference. Gradually introduce the use of adjectives, and then conjunctions.

Determining Adequate Progress - High Intermediate/Literacy Level 2 (H2)

- Students in grades 1-5 who reach the level of High Intermediate/Literacy Level 3 (H3), Proficient/Literacy Level 2 (P2) or Proficient/ Literacy Level 3 (P3) within three semesters/six academic quarters following placement at this level are making adequate progress and should be mainstreamed.
- Students beginning this level in grades 6-12 who reach the level of High Intermediate/Literacy Level 3 (H3) or Proficient/Literacy Level 2 (P2) or Proficient/ Literacy Level 3 (P3) within three semesters/six academic quarters following placement at this level are making adequate progress.
- Students in grades 1-12 who do not leave this level within three semesters/six academic quarters following placement are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a plan for these students to progress. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

ELDC Level H3 (High Intermediate Speaker/Literacy Level 3)

ESOL Program Eligibility

All students at this level in kindergarten through twelfth grade are eligible for the ESOL program.

WIDA Correlation

Developing to Bridging

Description of Students

These students have some difficulty understanding what is said in the classroom, especially if it is not said slowly or with repetition. Students can express their survival needs through learned phrases, but often fall silent as they search for correct English vocabulary in more complex interactions. They are able to ask for assistance to enhance their fluency. Their basic grammatical structure is restricted.

These students have had extensive formal education and may be able to read and write at or near grade level in their home language. They are able to read and write, but not at the appropriate grade level minimal standard. These students can bring meaning to texts by integrating reading process strategies, and can independently use reading as a tool for learning. They can read in English with greater proficiency than they are able to demonstrate orally in English. They are able to write complete, organized paragraphs in English with some errors in mechanics, agreement, usage, and/or spelling.

Instructional Focus

Continued oral English mastery should be built around **the six components of reading** that incorporate reading, writing, listening, and speaking. Similarly, both oral and written English language development must be linked to academic development.

Teachers can promote English listening skill development by frequently checking for comprehension, repeating key instructional points, and employing visuals and semantic maps to support abstract concepts. Students should be allowed to use their home language.

Students will increase their oral English fluency when teachers place them into situations that require them to speak for a variety of purposes, and encourage them to participate in both formal and informal conversations. Teachers should ask students to expand upon their ideas, and help them to do so by providing new vocabulary that is appropriate to their needs. Word lists/word walls of subject related vocabulary should be created and reviewed frequently. Students should be taught how to use root words and word stems in bilingual dictionaries, and be provided with many opportunities to practice in this skill.

Encourage students to speak in complete sentences. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements.

Note inconsistencies in student grammar and make use of these “teachable moments.” Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio/cultural concerns.

To promote English reading development, teachers should focus on syntactic (language structure) and semantic (meaning) development activities. Students should be encouraged to increase the time they spend reading silently. Help students improve their comprehension skills by requiring them to draw conclusions and make inferences. Teach them to use structural analysis, context, and dictionary skills to determine word meaning. Increase student exposure to informational books and reference materials.

Writing in English can be developed when teachers ask students to write for a variety of purposes, encourage them to plan before writing and demonstrate how to edit their work. These skills help students develop clear and comprehensible writing fluency. When writing narrative pieces, students should organize their writing with a beginning, middle, and end. When writing expository and persuasive pieces, help students to organize their writing with an introduction, supporting details for each idea, and a conclusion.

Determining Adequate Progress – High Intermediate/Literacy Level 3 (H3)

- Students who reach the level of Proficient/Literacy Level 3 or 4 (P3 or P4) within two semesters/four academic quarters following placement are making adequate progress.

- Students in grades 1-12 who do not move to Proficient/Literacy Level 3 or 4 (P3 or P4) within two semesters/four academic quarters following placement are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a plan for these students to progress. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

ELDC Level P1 (Proficient Speaker/Literacy Level 1)

ESOL Program Eligibility

Students at this level who are registering for kindergarten through grade 2 should *not* be placed in the ESOL program unless recommended by an ELL Committee. Students in grades three through twelve who score less than a 4 on either Reading or Overall as measured by the WIDA Screener ELP assessment, *should* be placed in the ESOL program unless an ELL committee determines that placement in ESOL is not appropriate.

WIDA Correlation

Entering to Reaching

Description of Students

These students generally understand everything said to them in English in a variety of social settings. Their speech (Basic Interpersonal Communicative Skills, BICS) is fluent and effortless and their grammatical usage approximates that of a native speaker. In fact, English might be their dominant language. However, while their ability to communicate orally in social settings is high, their ability to express themselves concerning academically complex ideas (Cognitive Academic Language Proficiency, CALP) may be limited.

This is a developmentally appropriate level for kindergarten and first grade students. Some students in second grade or higher may have had formal education in their home language. In any case, they have only a very beginning concept of literacy, though older students will understand the concept of writing. They may also have some mastery of letter-sound relationships and may be able to decode some written words.

It is expected that Proficient/Literacy Level 1 (P1) students in second grade or higher may perform below grade level in academic subject areas. They will, however, bring with them some experience with the culture of school.

Instructional Focus

Continued oral English mastery should be built around **the six components of reading** by incorporating listening, speaking, reading, and writing. Both oral and written English language development *must* be linked to academic development.

To help students increase their oral English fluency, teachers should structure situations that allow students to speak for a variety of purposes. Persuade them to participate in both formal and informal conversations; encourage them to expand on their ideas, and assist them by providing new academically related vocabulary as appropriate. Create interactive word lists and word walls of subject-related vocabulary, and review the lists frequently.

Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio-cultural concerns.

Reading development in English can be promoted by focusing first on the concepts and characteristics of print. Teachers should help students to learn letter-sound relationships and to break up spoken words into individual phonemes. Students must be taught to use root words and word stems in bilingual dictionaries, and to practice this skill often.

As students begin to understand the characteristics of print, teachers should involve them in a balance of English phonological, syntactic, and semantic development activities. When introducing new text, semantic development (meaning-making) activities should come first.

These should be followed by phonological development activities that bring attention to individual words, sounds, and letters. Finally, teachers should involve students in syntactic development activities that bring those strings of words together and show the structure of English.

To promote writing development in English, teachers should focus on such conventions as directionality, correct letter formation, and letter-sound relationships. When students are able, they should experiment with simple descriptive sentences. Encourage inventive spelling. Provide students with suggestions and models, and continually add to a word list or word wall for students of all ages to reference. Gradually introduce the use of adjectives, and then conjunctions.

Determining Adequate Progress – Proficient/Literacy Level 1 (P1)

- Students who reach the level of Proficient/Literacy Level 2 (P2) within two semesters/four academic quarters following placement are making adequate progress.
- Students who do not leave this level within two semesters/four academic quarters are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a plan for these students to progress. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

ELDC Level P2 (Proficient Speaker/Literacy Level 2)

ESOL Program Eligibility

Students at this level who are registering for kindergarten through grade 2 should *not* be placed in the ESOL program unless recommended by an ELL Committee. Students in grades three through twelve who score less than a 4 on either Reading or Overall as measured by the WIDA Screener, *should* be placed in the ESOL program unless an ELL committee determines that placement in ESOL is not appropriate.

WIDA Correlation

Emerging to Reaching

Description of Students

These students understand everything said to them in English in a variety of social settings. Their speech is fluent and effortless and their grammatical usage approximates that of a native speaker. In fact, English might be their dominant language. However, while their ability to communicate orally in social settings is high, their ability to express themselves concerning academically complex ideas may be limited.

These students are able to read and write in English, but are still below grade level. Accordingly, they can read simple stories and informational books that are not dependent on the repetition of language patterns and vocabulary, and they have begun to integrate their background knowledge with the reading topic. They are able to write short paragraphs with few errors in mechanics, agreement, usage, and spelling.

Instructional Focus

All activities should be built around a balanced English literacy approach that incorporates reading, writing, listening, and speaking. Similarly, both oral and written English language development *must* be linked to academic development.

To help students increase their cognitive/academic oral English fluency, structure situations that require them to speak for a variety of purposes. Ask them to expand on their ideas and help them to do so by providing them with new academically related vocabulary as appropriate. Create interactive word lists/word walls of subject related vocabulary and review the lists frequently.

Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio-cultural concerns.

Promote English reading abilities by integrating syntactic and semantic development activities. When introducing a new text, semantic development (meaning) activities should come first. These should be followed by syntactic

development activities that focus on the structure of language. Teach students how to use root words and word stems in bilingual dictionaries, recognize cognates, and regularly practice this skill. Students should be encouraged to read silently as well as orally.

Writing in English can be promoted when teachers focus on such conventions as spelling, capitalization, and punctuation. As students are able, help them move from writing simple descriptive sentences to extended narrative pieces. Provide them with suggestions and models, and continually add to a word list/word wall for student reference. Gradually introduce the use of a variety of tenses.

Determining Adequate Progress – Proficient/Literacy Level 2 (P2)

- Students who reach the level of Proficient/Literacy Level 3 (P3) within three semesters/six academic quarters following placement are making adequate progress.
- Students who do not leave this level within three semesters/six academic quarters are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a plan for these students to progress. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

ELDC Level P3 (Proficient Speaker/Literacy Level 3)

ESOL Program Eligibility

Students at this level who are registering for kindergarten through grade 2 should *not* be placed in the ESOL program unless recommended by an ELL Committee. Students in grades three through twelve who score less than a 4 on either Reading or Overall as measured by the WIDA Screener, *should* be placed in the ESOL program unless an ELL committee determines that placement in ESOL is not appropriate.

WIDA Correlation

Expanding to Reaching

Description of Students

These students generally understand everything said to them in English in both social and academic settings. Their speech is fluent and effortless, and their grammatical usage approximates that of a native speaker. In fact, English might be their dominant language.

These students are able to read and write, but not at the appropriate grade level minimum standard. They may also be able to read and write at or near grade level in their home language. These students can bring meaning to texts by integrating reading process strategies, and can independently use reading as a tool for learning. They can write complete, organized paragraphs in English that contain a minimal number of errors in mechanics, usage, and spelling.

Instructional Focus

Written English language development must be linked to academic development. To promote English reading development, teachers should focus on syntactic (grammar) and semantic (meaning) development activities. Students should be encouraged to increase their time spent reading silently. Help students improve comprehension skills, such as drawing conclusions and making inferences. Teach them to use structural analysis, context, and dictionary skills to determine word meaning. These students should be increasingly exposed to informational books and reference materials.

Promote English reading abilities by integrating syntactic and semantic development activities. When introducing a new text, semantic development (meaning) activities should come first. These should be followed by syntactic development activities that focus on the structure of language. Teach students how to use root words and word stems in bilingual dictionaries, recognize cognates, and regularly practice this skill. Students should be encouraged to read silently as well as orally.

Teachers can promote fluent, comprehensible writing in English by having students write for a variety of purposes, by encouraging them to plan before writing, and by reminding students to edit their work. When writing narrative pieces,

teachers should help students to organize their writing with a beginning, middle, and end. When writing expository and persuasive pieces, help students organize their writing with an introduction, supporting details for each idea, and a conclusion.

Determining Adequate Progress – Proficient/Literacy Level 3 (P3)

- Students who reach the level of Proficient/Literacy Level 4 (P4) within two semesters/four academic quarters following placement are making adequate progress.
- Students who do not move to Proficient/Literacy Level 4 (P4) within two semesters/four academic quarters are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a plan for these students to progress. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

ELDC Level P4 (Proficient Speaker/Literacy Level 4)

ESOL Program Eligibility

Students at this level who are registering for kindergarten through grade 12 should *not* be placed in the ESOL program unless recommended by an ELL Committee. Active LY students should not be moved to this level, as it is reserved for students who have reached the highest level of proficiency and are determined to no longer require services from the ESOL program.

WIDA Correlation

Expanding to Reaching

Description of Students

These students understand English in both social and academic settings. Their speech is fluent and effortless, and their grammatical usage contains little to no errors. In fact, English might now be their dominant language.

These students read and write at or near grade level in English. They can bring meaning to texts by integrating reading process strategies, and can independently use reading as a tool for learning. They can write complete and organized paragraphs that contain few errors in mechanics, usage, and spelling.

FY27 English Language Learners Intervention Course Code Notes

Elementary - ELLs (LYs)

ESOL Instructional Models other than Dual Language (Spanish)

- Students coded as B, L1, or L2 on the ELDC who are shown to fall into a Basic Skills in Reading (Supplemental) or Functional Reading Skills (Intensive) course according to the Decision Trees will be tagged as A-Approaching in the RI Level of Support field. As these students are acquiring language:
 - The ELL Plan is their monitoring tool for language acquisition.
 - Indicate in the student's ELL plan as receiving additional language development support.
 - Language acquisition support must be provided in Core (Tier 1).
- Students coded as B, L1, L2 who are not making adequate language proficiency growth in alignment with the English Language Development Continuum (ELDC) guidelines and are shown to fall into a Basic Skills in Reading (Supplemental) or Functional Reading Skills (Intensive) course according to the Decision Trees:
 - Review additional data to determine interventions that may be needed and to assign the corresponding reading intervention course(s).

- English Language Proficiency must be considered when providing interventions, as well as ensuring language acquisition support.
- A PMP is required for each student who is not meeting the District or State requirements for satisfactory performance in English Language Arts per Florida Statute §1008.25(4) Any student who has a current intervention plan under School Based Team, ELL Plan or IEP where the deficiency is noted and interventions aligned does not require a separate PMP. These reading deficiencies must be specifically addressed, including interventions and strategies designed to provide academic support and improve performance. In these instances, the ELL Plan will take the place of the individual PMP.
- Students coded as H1, H2, H3, P1, P2, or P3 on the ELDC will be scheduled in Basic Skills in Reading (Supplemental) or Functional Reading Skills (Intensive) courses, according to the Decision Trees, if needed.
 - Intervention is provided based on all data sources, including where they fall on the ELDC.
 - English Language Proficiency must be considered when providing interventions, as well as ensuring language acquisition support.
 - A PMP is required for each student who is not meeting the District or State requirements for satisfactory performance in English Language Arts per Florida Statute §1008.25(4) Any student who has a current intervention plan under School Based Team, ELL Plan or IEP where the deficiency is noted and interventions aligned does not require a separate PMP. These reading deficiencies must be specifically addressed, including interventions and strategies designed to provide academic support and improve performance. In these instances, the ELL Plan will take the place of the individual PMP

The Problem-Solving Team (PST) is the primary body responsible for determining these interventions and for monitoring student growth. The role of the ESOL Coordinators/contacts must be to provide language acquisition-specific input to the PST and record the finalized PST decisions and strategies into the ELL Plan if applicable.

All other ELL students (LF, LA, LZ)

Follow the FY27 Elementary Decision Trees to determine if additional support is needed.

ESOL Instructional Model: Dual Language (Spanish)

LYs in Dual Language that are Native Language Spanish Speakers

- Use the Decision Trees as indicated to determine course codes, Basic Skills in Reading (Supplemental) or Functional Reading Skills (Intensive), considering Amira and/or Spanish data. For additional support, refer to the Dual Language sections of the handbook to determine the appropriate supports/interventions in Spanish.

Dual Language ELLs (LYs with native languages other than Spanish)

- Students coded as B, L1, or L2 on the ELDC who are shown to fall into a Basic Skills in Reading (Supplemental) or Functional Reading Skills (Intensive) course according to the Decision Trees will be tagged as A-Approaching in the RI Level of Support field. As these students are acquiring language:
 - The ELL Plan is their monitoring tool for language acquisition.
 - Indicate in the student's ELL plan as receiving additional language development support.

- Language acquisition support must be provided in Core (Tier 1).
- Students coded as B, L1, L2 who are not making adequate language proficiency growth in alignment with the English Language Development Continuum (ELDC) guidelines and are shown to fall into a Basic Skills in Reading (Supplemental) or Functional Reading Skills (Intensive) course according to the Decision Trees:
 - Review additional data to determine interventions that may be needed and to assign the corresponding reading intervention course(s).
 - English Language Proficiency must be considered when providing interventions, as well as ensuring language acquisition support.
 - A PMP is required for each student who is not meeting the District or State requirements for satisfactory performance in English Language Arts per Florida Statute §1008.25(4) Any student who has a current intervention plan under School Based Team, ELL Plan or IEP where the deficiency is noted and interventions aligned does not require a separate PMP. These reading deficiencies must be specifically addressed, including interventions and strategies designed to provide academic support and improve performance. In these instances, the ELL Plan will take the place of the individual PMP.
- Students coded as H1, H2, H3, P1, P2, or P3 on the ELDC will be scheduled in Basic Skills in Reading (Supplemental) or Functional Reading Skills (Intensive) courses, according to the Decision Trees, if needed.
 - Intervention is provided based on all data sources, including where they fall on the ELDC.
 - English Language Proficiency must be considered when providing interventions, as well as ensuring language acquisition support.
 - A PMP is required for each student who is not meeting the District or State requirements for satisfactory performance in English Language Arts per Florida Statute §1008.25(4) Any student who has a current intervention plan under School Based Team, ELL Plan or IEP where the deficiency is noted and interventions aligned does not require a separate PMP. These reading deficiencies must be specifically addressed, including interventions and strategies designed to provide academic support and improve performance. In these instances, the ELL Plan will take the place of the individual PMP.

The Problem-Solving Team (PST) is the primary body responsible for determining these interventions and for monitoring student growth. The role of the ESOL Coordinators/contacts must be to provide language acquisition-specific input to the PST and record the finalized PST decisions and strategies into the ELL Plan if applicable.

All other Dual Language students- Follow the FY27 Elementary Decision Trees to determine if additional support is needed.

ELA FAST Scale Score Crosswalk for the High School Decision Tree

The ELA FAST Scale Score Crosswalk for high school outlines score ranges for students performing within Level 2, broken down by grade and sublevel.

For Grade 8, students in the Low Level 2 range score between 220 and 228, while those in the High Level 2 range score between 229 and 237.

In Grade 9, the Low Level 2 range extends from 224 to 232, and the High Level 2 range spans 233 to 241.

For Grade 10, students scoring between 230 and 238 fall within the Low Level 2 range, while those scoring from 239 to 246 are considered to be in the High Level 2 range.

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

The New Worlds Reading Initiative (NWRI) is an additional resource program the District participates in for each eligible enrolled K-5 grade student to receive a new book mailed to them each month.

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
MB	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.
MB	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
MB	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
MB	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
MB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
MB	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.
MB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
MB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.

MB	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.
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Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): MARIA BISHOP	
Signature: <i>Maria Bishop</i>	Date: 6/11/26

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 strategically prioritizes the assignment of highly effective teachers to early grade levels (Kindergarten through Grade 2) in alignment with Florida Statute §1012.34(2)(e) and as detailed in its FY26 Supplemental Academic Instruction (SAI) Plan. This approach ensures that the youngest learners, particularly those identified with substantial reading deficiencies, receive support from teachers who demonstrate the highest levels of instructional effectiveness. Retained third graders are the highest priority, followed by students in grades 2 and 1, with teachers selected for their effectiveness, reading credentials, and demonstrated ability to deliver evidence-based, data-driven reading instruction. SAI teachers provide targeted Supplemental (Tier 2) and Intensive (Tier 3) interventions and must meet rigorous qualifications, including experience with at-risk students and training in the science of reading. The district stresses early intervention, requiring progress monitoring plans and ongoing assessment of student growth. To maintain instructional quality, all SAI teachers must hold a reading endorsement or certification by FY26.

Appendix

Elementary English Language Learner Intervention Course Code Notes (ELDC)

The ELDC

Introduction

English Language Learners (ELLs) register in Palm Beach County's schools each day of the academic year at all grade levels (KG through 12). Their oral English skills range from beginning to proficient. In addition, while the majority of older ELLs arrive with extensive formal educational experiences and accompanying high levels of literacy, some entering students bring only limited experiences, and a few students bring no academic experience at all. An effective educational program for ELLs must provide a multi-faceted continuum of instructional services to meet the academic and language needs of all ELLs.