

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	Heather Bolitho	Heather.Bolitho@stlucieschools.org	(772) 429-7546
Data Element	Adrian Ocampo	Adrian.Ocampo@stlucieschools.org	(772) 429-5538
Third Grade Promotion	Heather Bolitho	Heather.Bolitho@stlucieschools.org	(772) 429-7546
Multi-Tiered System of Supports	Esther Rivera	Esther.Rivera@stlucieschools.org	(772) 429-4521
Other (Director of Secondary)	Elizabeth Pruitt	Elizabeth.Pruitt@stlucieschools.org	(772) 429-3611

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Literacy coaches		
Intervention teachers	\$2,091,447	27
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps	\$146,567	
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$651,809	
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$2,889,823	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	1	0.5	92	93

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

We will continue to provide high quality benchmark-based instruction and targeted interventions paired with collaboration with parents, community, and district. We will triangulate progress monitoring, benchmark-based assessments, observational, formative, and summative data to guide and differentiate instruction.

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	20	19	57	60
1	26	25	58	61
2	26	25	50	53
3	21	20	57	60
4	21	20	56	59
5	16	15	58	61
6	18	17	61	64
7	15	14	63	66
8	17	16	58	61
9	17	16	58	61
10	17	16	59	62

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	- FAST PM1, PM2, PM3 - DIBELS BOY, MOY, EOY (Grades K-2, Grades 3-5 Levels 1 & 2) - UFLI Placement Test (3rd Grade Level 1) - Unit Assessments: every 3 weeks (Grades 2-5) - Exact Path - Reading district, school, grade, & class data: ongoing	- FAST PM1, PM2, PM3 - DIBELS BOY, MOY, EOY (Grades K-2, Grades 3-5 Levels 1 & 2) - UFLI Placement Test (based on screeners) - Unit Assessments: every 3 weeks (Grades 2-5) - Exact Path - Reading school, grade, class, & student data: ongoing - Coach Logs: monthly - Check for Understanding Data: Ongoing
Actions for continuous support and improvement	Monthly content and pedagogy meetings	Weekly Collaborative Learning and Planning

	• Data-based and school-requested on-site school support • District coaching instructional rounds based on areas of improvement • Resources supported and developed by district based on performance data • District-directed training on CERP requirements and best-practices in reading instruction.	focused on B.E.S.T. standards and quality instruction grounded in the science of reading • Coaching cycles leveraged to build teacher capacity and impact student achievement • School-based Literacy Team meetings and walks focusing on specific components of the literacy routine as identified by data • Data chats centered on state, district, and school data • Data-driven professional learning
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	• FAST PM1, PM2, PM3 • DIBELS (Grades 6-8 Level 1 & 2) • Unit Assessments: regularly assessed • Monthly IXL Real Time Diagnostics	• FAST PM1, PM2, PM3 • Unit Assessments: regularly assessed • Coach Logs: monthly • Check for Understanding Data: ongoing • IXL: Monthly
Actions for continuous support and improvement	• Monthly content and pedagogy meetings • Data-based on-site school support • District coaching instructional rounds based on areas of improvement • Resources supported and developed by district based on performance data	• Weekly Collaborative Learning and Planning focused on B.E.S.T. standards and quality instruction grounded in the science of reading • Coaching cycles leveraged to build teacher capacity and impact student achievement • School-based Literacy Team meetings and walks focusing on specific components of the literacy routine as identified by data • Data chats centered on state, district, and school data

		• Data-driven professional learning
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	• FAST PM1, PM2, PM3 • Core Phonics Screener (Grades 9-12 Level 1s) • Unit Assessments: quarterly • Monthly IXL Real Time Diagnostics	• FAST PM1, PM2, PM3 • Unit Assessments: quarterly • Coach Logs: monthly • Check for Understanding Data: ongoing • IXL: Monthly
Actions for continuous support and improvement	• Monthly content and pedagogy meetings • Data-based on-site school support • District coaching instructional rounds based on areas of improvement • Resources supported and developed by district based on performance data	• Weekly Collaborative Learning and Planning focused on B.E.S.T. standards and quality instruction grounded in the science of reading • Coaching cycles leveraged to build teacher capacity and impact student achievement • School-based Literacy Team meetings and walks focusing on specific components of the literacy routine as identified by data • Data chats centered on state, district, and school data • Data-driven professional learning

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.

As a result of the root cause analysis in the CERP Reflection Tool, two primary areas of focus have been identified:

- Data-driven professional learning and side-by-side coaching to build literacy coach capacity at school sites to help strengthen and focus instructional supports to increase student achievement. District support will be allocated based on need and request with the goal of supporting literacy coaches in their specific areas of opportunity.
- An emphasis on all tiers of instruction at all grade levels, including structures, resources, and best practices. This includes focused and strategic implementation of resources through the ELA adoption. A specific focus is on meeting the needs of students in intervention, including resources and structures in elementary and secondary levels. The plan includes professional learning for teachers, literacy coaches, and administrators.

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

Literacy Leadership Team meetings along with Reading Walkthroughs will be leveraged in monitoring implementation of the Comprehensive Evidence-Based Reading Plan. Providing targeted feedback on reading instruction aligned to the Literacy Instruction Practice Profiles and Florida's Formula for Reading Success is an area of focus.

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.

Through state and district data platforms (Star Renaissance, Florida Reporting System, Performance Matters and Power BI), principals can analyze data in multiple ways. Data is discussed at monthly administrator meetings, during bi-annual school performance meetings, and weekly during school-based data chats. This data is analyzed to determine the effectiveness of instruction and to identify areas of strength and opportunities to reteach.

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

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

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

☒ Yes

☐ No

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

N/A

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

The literacy coach model is shared with principals at the annual Leadership Kick-Off prior to the start of the school year. A literacy coach/principal agreement is completed at each school site to support shared goals and areas of focus. Ongoing communication takes place through the weekly administrator newsletter and monthly principal meetings as appropriate.

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

Monthly literacy coach meetings are held to provide professional learning for content and pedagogy. Surveys are conducted and the data is reviewed to determine future training and support. Literacy coach instructional rounds facilitated by district coaches are conducted at various schools for calibration of expectations and aligned with the science of reading. Job-embedded training is also provided through side-by-side support based on school data and identified needs to build coach capacity.

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

The district supports coaches in prioritizing high impact strategies through monthly coach meetings, instructional rounds, and job-embedded coaching. Tools to access and strategies to analyze data are covered in various professional learning opportunities. Topics are determined based on district-wide data and school-based needs. Data is analyzed at the district and school level to identify needs and develop support. Coach logs help maintain a focus on priorities.

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

Literacy coach instructional rounds are facilitated throughout the year to calibrate coaching expectations and implementation. The coach model is shared with administrators and monitored during school-based walks. The coach log also helps in monitoring how literacy coaches are spending their time with a focus on high impact activities grounded in the science of reading.

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

Effectiveness of coaches is measured by growth in school-wide student achievement and in the areas where the coach is focusing (i.e.: grade-level or individual teacher support). Coach logs are utilized to identify and adjust areas of focus. Teacher retention and levels of support are also analyzed.

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?

St. Lucie Public Schools has refined our literacy routines that are differentiated by grade-band needs and highlight the components of Florida's Formula for Success. High quality instructional materials aligned with Florida's Formula for Success will be implemented in the 2026-2027 school year paired with professional learning around the pedagogy aligned with these components. Students have instruction in the six components of reading as appropriate for their grade level and

access to the four types of assessment to identify growth and areas of need. There is a district-wide assessment plan that includes screening, diagnostics, progress monitoring, and summative assessments.

- **Elementary:** Master schedules are developed to provide a 90-minute uninterrupted reading block in grades K-5 with additional scheduled time for ELA. Each school has established times for Tiered instruction in addition to the designated reading block. Tier 3 instruction is coordinated based on an individual student's schedule to not interfere with core instruction. Students with disabilities and English Language Learners have access to all components of instruction with interventions based on need.
- **Secondary:** Students are scheduled to receive core instruction in their Language Arts/Reading classrooms. Students receiving intervention are scheduled into Intensive Reading based on their grade level and identified need(s) for Tier 2 instruction. Tier 3 instruction is arranged based on individual student's schedules to not interfere with core instruction. Students with disabilities and English Language Learners will have access to all components of instruction with interventions based on need.

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.

St Lucie Public School's PreK program is designed to provide all students with the knowledge, skills, and desire to succeed. Students are taught by a certified teacher and supported by a paraprofessional who provide developmentally appropriate instruction guided by state benchmarks. The Florida Early Learning and Developmental Standards: Birth to Kindergarten, provide the standards and benchmarks students need to know by the end of their PreK year. These standards and benchmarks serve as the framework for teaching and learning. Students are progress monitored using a standards-based observational assessment, district informal assessments, and the statewide FAST Progress Monitoring using Star Renaissance Early Literacy. Results of these assessments are analyzed and used to guide instruction, intervention, and enrichment. The core curricula used in SLPS PreK programs is Ready to Advance by Benchmark Education.

A district-level Early Childhood Coordinator and Program Specialist hold regular meetings with PreK teachers and provide on-site side-by-side support to help teachers and paraprofessionals analyze data to make instructional decisions to meet the needs of all students.

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

Benchmark Ready to Advance, Adopted: '21-22 School Year

- Benchmark Ready to Advance is a comprehensive, research based PreK program designed to support early literacy and school readiness. It is built on thematic units that build domain-specific knowledge and early literacy skills over time. Students experience multi-sensory learning including manipulatives, drawings, and hands-on activities to engage multiple senses and support fine motor development.

Heggerty Phonemic Awareness, Adopted: '22-'23 School Year

- Heggerty Phonemic Awareness is a structured, research-based curriculum designed to develop foundational phonemic awareness skills in young learners. Each lesson targets the 8 core phonemic awareness skills including rhyming, onset fluency, blending, isolating sounds, segmenting, adding phonemes, deleting phonemes, and substituting phonemes.

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.](#)

Benchmark Ready to Advance Building Foundations

- Benchmark Ready to Advance Building Foundations is a research-based PreK program designed to explicitly and systematically build students' foundational literacy skills. Instruction aligns with key concepts and thematic units being taught through core, including the use of multi-sensory learning and the use of manipulatives and oral language.

Heggerty Phonemic Awareness

- Heggerty Phonemic Awareness is a focused intervention that provides phonemic awareness intervention through explicit and systematic instruction.

DEL & FCRR Intervention Resources.

- Provided through the FDOE Department of Early Learning and the Florida Center for Reading Research, focused intervention is utilized for students based on their identified needs.

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?
District Developed Unit Assessments	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other: end of units
DIBELS	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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 5 ☐ All Students ☒ Select Students			☐ Other
UFLI Progress Monitoring	☐ 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
Exact Path - Reading: Exact Path - 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: 2x 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 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:

- Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district’s process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

School-based MTSS core teams meet quarterly to review and triangulate data, including state, local, and program-specific outcomes, to identify students in need of intervention, to make adjustments to individuals’ interventions, and to determine if student data indicates that it is appropriate to exit an intervention. Data provided through these methods, as well as input from the classroom teacher, interventionist, and other stakeholders is considered and taken into account when identifying need for interventions. Students who meet criteria for a substantial reading deficiency are immediately placed into Tier 3 intervention.

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

School-based MTSS core teams meet quarterly to review and triangulate data, including state, local, and program-specific outcomes, to identify students in need of intervention, to make adjustments to individuals’ interventions, and to determine if student data indicates that it is appropriate to exit an intervention. Data provided through these methods, as well as input from the classroom teacher, interventionist, and other stakeholders is considered and taken into account when identifying need for interventions.

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

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

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

School-based MTSS core teams meet to analyze state, district, program-specific, and screening data to identify students who have characteristics of dyslexia. Students who are identified as having characteristics of dyslexia are provided intensive intervention based on the identified area of need.

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

DIBELS is administered to students with 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?

Tier 1 instruction is monitored through District Unit Assessments and FAST Progress Monitoring, as well as district and school-based leadership observational walks. Data is analyzed at the school and district level. At the district level, data is analyzed by multiple departments to identify district-wide trends. Specific attention is paid to identify schools or grade levels that need additional focused support. That support may be in the form of district-wide professional learning and/or resources, or individualized support for specific teachers, schools, content, or grade levels.

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

Tier 2 interventions are monitored through progress monitoring tools embedded within individual intervention programs, District Unit Assessments, and the number of students moving into proficiency on FAST Progress Monitoring. The district provides guidance on how to respond to student data through trainings and school-based supports, including support on MTSS structures, screeners and diagnostics to identify student needs, and aligned resources and best practices. The district MTSS Curriculum Specialist supports identified schools with organizing their tiered intervention structures, walks intervention with Literacy Leadership Teams and works with them on identified next steps and areas of opportunity, including fidelity of implementation.

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

Tier 3 interventions are monitored through multiple data sources, including progress monitoring tools embedded within individual intervention programs, Easy CBM, District Unit Assessments, and student movement out of Level 1 on FAST Progress Monitoring. The district provides guidance on how to respond to student data through structured professional learning and ongoing school-based support. This support focuses on strengthening MTSS structures, utilizing screening and diagnostic assessments to precisely identify student needs, and implementing aligned resources and evidence-based instructional practices. Additionally, the District MTSS Curriculum Specialist collaborates with identified schools to organize and refine Tier 3 intervention systems, conduct intervention walks alongside Literacy Leadership Teams, and facilitate data-driven discussions to determine next steps, identify areas of opportunity, and ensure fidelity of implementation.

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.) • Grades K-5: FAST scores are level 3, 4, or 5 AND/OR • Grades 2-5: Average Unit Assessment cut scores aligned with level 3, 4, or 5 AND/OR • Grades K-5: iReady data is at or above the 43rd percentile	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. • Unit assessments in grades 2-5 with cut scores aligned with levels 3, 4, or 5.	

- Beginning, middle, and end of year DIBELS in grades K-2 benchmark scores at the “Core Support” level. - Grades K-5: Exact Path – Reading at Mastery or Strong Mastery		
Core Instruction		
Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
Benchmark Advance	2026	
UFLI Foundations (K-2)	2024, Supplemental	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: A triangulation of data, including FAST PM data, class performance, unit assessment data, Exact Path - Reading data, and DIBELS results, is utilized to prompt the addition of Tier 2 interventions. The Problem-Solving Team (PST) will meet to review performance trends in relation to end-of-year goals. Students who do not show adequate progress in Tier 1 will be provided Tier 2. Criteria to consider includes the following: - Grades K-5: FAST scores are level 1 or 2 from previous year and/or in current year - Grades K-2: DIBELS scores in Strategic or Intensive Support - Grades K-5: Exact Path – Reading at Developing or Approaching - Grades 2-5: Average Unit Assessment cut scores aligned with level 1 or 2		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) - Grades K-5: FAST score is level 2 from previous year AND/OR - Grades K-5: iReady data is below the 43rd percentile AND/OR - Grades K-2: DIBELS scores in Strategic or Intensive Support - Grades 2-5: Average Unit Assessment cut scores aligned with level 1 or 2 AND/OR - Students receiving Tier 2 interventions at the close of the prior school year		
Number of times per week interventions are provided: 3 to 5 Number of minutes per intervention session: 15-30 minutes depending on the intervention		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Advance Intervention Kit		Benchmark Advance Intervention Kit does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE),

		• Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE), • Recommendation #4: Provide students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE). These recommendations were built into this program through explicit and systematic instruction aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Benchmark Advance Phonics Skills Bags (Start Up, Build Up, Spiral Up)		Benchmark Advance Phonics Skill Bags does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), • Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE),

		• Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.
Heggerty Phonemic Awareness		Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). These recommendations were built into this program through explicit and systematic instruction on phonemic awareness aligned with the science of reading.

		The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Benchmark Phonics Intervention	State Approved K-3	
Benchmark Advance – Steps to Advance		Benchmark Advance Intervention Kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE), • Recommendation #4: Provide students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE). These recommendations were built into this program through explicit and systematic instruction aligned with the science of reading.

		The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Phonics for Reading		Benchmark Advance Phonics Skill Bags does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), • Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.

Reading Fluency and Comprehension Strategies		Reading Fluency and Comprehension Strategies does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations are implemented through explicit and systematic instructional strategies aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
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Exact Path - Reading	State Approved K-3 / Moderate	
Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition	State Approved K-2 / Moderate	
Magnetic Reading	Moderate	
Reading Horizons Discovery	Promising	
Really Great Reading: Countdown	State Approved 1 st	
Really Great Reading: Blast Foundations	State Approved 2 nd	
Really Great Reading: HD Word	State Approved 3 rd	
Quick Reads	Strong	
SRA Corrective Reading		SRA Corrective Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), • Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for

		Reading, as well as Fidelity tools for the program, including online and in person professional learning.
Story Champs		Story Champs does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Dialogic Reading		Dialogic Reading does not meet strong, moderate, or promising levels of evidence; however the

		following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
UFLI Foundations	State Approved K-2	UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE),

		• Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), These recommendations were built into the program by explicit and systematic phonics instruction and interleaved practice that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person 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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
N/A		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Interventions for students with a substantial reading deficiency or characteristic of dyslexia include multisensory interventions that include listening, speaking, reading, and writing with the use of hand gestures and/or manipulatives, (i.e.: Benchmark Advance Phonics Skill Bags, Heggerty, Magnetic Reading Foundations, Really Great Reading, UFLI).		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		

A triangulation of data, including FAST PM data, class performance, unit assessment data, Exact Path - Reading data, DIBELS results, and intervention data is utilized to prompt the addition of Tier 3 interventions. The Problem-Solving Team (PST) will meet to review performance trends in relation to end-of-year goals. Students not showing adequate progress in Tier 2 will be provided Tier 3 in addition to revising Tier 2 as needed. Criteria to consider includes the following: • Grades K-2: FAST scores are below the 10th percentile • Grades K-2: Unable to complete FAST practice items • Grades 3-5: FAST scores are below the 20th percentile • Grades K-5: Students at risk of retention • Grades K-5: Exact Path – Reading at Developing • Grade 4: Students Mid-Year promoted • Grades 2-5: Average Unit Assessment cut scores aligned with level 1		
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: • Grades K-2: Any student unable to complete the FAST practice items • Grades K-3: Any student who scored a Level 1 at the End of Year FAST, AND/OR • Grades K-3: Students retained at end of prior year, AND/OR • Grade 4: Students Good Cause promoted, AND/OR • Grades 4 & 5: FAST scores below the 20th percentile, AND/OR • Grades K-2: DIBELS scores in Intensive Intervention, AND/OR • Grades K-5: iReady data is below the 20th percentile (3-5) or below the 10th percentile (K-2), AND/OR • Grades 2-5: Average Unit Assessment cut scores aligned with level 1, AND/OR • Students receiving Tier 2 and 3 interventions at the close of the prior school year		
Number of times per week interventions are provided: • 2-5 times pers week Number of minutes per intervention session: • 15-30 minutes based on intervention		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Advance Intervention Kit		Benchmark Advance Intervention Kit does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE),

		• Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE), • Recommendation #4: Provide students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE). These recommendations were built into this program through explicit and systematic instruction aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Benchmark Advance Phonics Skills Bags (Start Up, Build Up, Spiral Up)		Benchmark Advance Phonics Skill Bags does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), • Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE),

		• Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.
Heggerty Phonemic Awareness		Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). These recommendations were built into this program through explicit and systematic instruction on phonemic awareness aligned with the science of reading.

		The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Benchmark Phonics Intervention	State Approved K-3	Benchmark Advance Phonics Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), • Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.

Benchmark Advance – Steps to Advance		Benchmark Advance – Steps to Advance does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE), • Recommendation #4: Provide students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE). These recommendations were built into this program through explicit and systematic instruction aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Phonics for Reading		Phonics for Reading does not meet strong, moderate, or promising levels of evidence;

		however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), • Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.
Reading Fluency and Comprehension Strategies		Reading Fluency and Comprehension Strategies does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE).

		Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: - Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), Providing Reading Interventions for Students in Grades 4-9: - Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) - Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) - Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) - Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations are implemented through explicit and systematic instructional strategies aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Exact Path - Reading - Reading	State Approved K-3 / Moderate	
Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition	State Approved K-2 / Moderate	
Magnetic Reading	Moderate	
Reading Horizons Discovery	Promising	
Really Great Reading	State Approved 1-3 / Promising	
Quick Reads	Strong	
SRA Corrective Reading		SRA Corrective Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide

		Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), • Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.
Story Champs		Story Champs does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three

		foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Expanding Expressions Tool		Expanding Expressions does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9:

		• Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Dialogic Reading		Dialogic Reading does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will

		expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
UFLI Foundations	State Approved K-2	UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), • Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), These recommendations were built into the program by explicit and systematic phonics instruction and interleaved practice that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting

		administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person 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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
N/A		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Interventions for students with a substantial reading deficiency or characteristic of dyslexia include multisensory interventions that include listening, speaking, reading, and writing with the use of hand gestures and/or manipulatives, (i.e.: Benchmark Advance Phonics Skill Bags, Heggerty, Magnetic Reading Foundations, Really Great Reading, UFLI).		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: Summer camp takes place 20 days over the summer. The schedule includes one hour of foundational skills support and over ninety minutes of grade-level reading instruction. In addition, there is scheduled time for teacher read/think aloud, structured literacy circles, explicit fluency instruction and practice, and daily writing. Summer camp runs for 20 days, Monday-Thursday, from the hours of 8am-12pm, with the last two days running until 2pm to allow for adequate FAST testing time, for a total of 94 hours of literacy instruction. Summer school will begin the second week of June and conclude in the second week of July.

Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): - Benchmark Advance - UFLI Foundations
Alternative Assessment Used: - iReady Diagnostic - STAR Renaissance
Additional Information (optional):

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

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

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?
District Developed Unit Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
IXL Diagnostic	☒ 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?
	☐ All Students ☒ Select Student	☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

Students are identified for Tier 2/Tier 3 interventions based on FAST data. Students scoring level 1 or 2 on previous school year's PM3 are identified for intervention. After students take PM1 for the current school year, students scoring below the 25th percentile will also be identified as in need of intervention.

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

Tier 1 instruction is monitored through District Unit Assessments and FAST Progress Monitoring, as well as district and school-based leadership observational walks. Data is analyzed at the school and district level. At the district level, data is analyzed by multiple departments to identify district-wide trends. Specific attention is paid to identify schools or grade levels that need additional focused support. That support may be in the form of district-wide professional learning and/or resources, or individualized support for specific teachers, schools, content, or grade levels.

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

Tier 2 interventions are monitored through multiple data sources, including progress monitoring tools embedded within individual intervention programs, District Unit Assessments, and student movement toward proficiency on FAST Progress Monitoring. The district provides guidance on how to respond to student data through structured professional learning opportunities and ongoing school-based support. This support focuses on strengthening intervention structures, utilizing screeners and diagnostic assessments to accurately identify student needs, and implementing aligned resources and evidence-based instructional practices. Additionally, the District MTSS Curriculum Specialist works closely with identified schools to organize and refine tiered intervention systems, conduct intervention walks alongside Literacy Leadership Teams, and facilitate data-driven discussions to identify next steps, areas of opportunity, and ensure fidelity of implementation.

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

Tier 3 interventions are monitored through multiple data sources, including progress monitoring tools embedded within individual intervention programs, Easy CBM, District Unit Assessments, and student movement out of Level 1 on FAST Progress Monitoring. The district provides guidance on how to respond to student data through structured professional learning and ongoing school-based support. This support focuses on strengthening intervention structures, utilizing screening and diagnostic assessments to precisely identify student needs, and implementing aligned resources and evidence-based instructional practices. Additionally, the District MTSS Curriculum Specialist collaborates with identified schools to organize and refine Tier 3 intervention systems, conduct intervention walks alongside Literacy Leadership Teams, and facilitate data-driven discussions to determine next steps, identify areas of opportunity, and ensure fidelity of implementation.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) - FAST PM3 ELA level 3, 4, or 5 and/or - Average Unit Assessment cut scores aligned with levels 3, 4, or 5	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. - FAST PM1 & PM2 at or above the 40th percentile and/or - Average Unit Assessment cut scores aligned with levels 3, 4, or 5	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill: StudySync	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: A triangulation of data, including FAST Progress Monitoring results, classroom performance, district unit assessments, IXL diagnostic and progress monitoring data, intervention data, and teacher observations, is used throughout the school year to identify students who require Tier 2 interventions. School-based MTSS teams regularly review student performance and growth data to evaluate student response to core instruction and make data-based instructional decisions. Students who do not demonstrate adequate progress through Tier 1 core instruction and differentiated supports may be considered for Tier 2 intervention. Intervention plans are adjusted as needed based on ongoing student performance and progress monitoring data to ensure interventions are responsive to identified learning needs. Criteria that may indicate a need for Tier 2 support include: - FAST ELA PM results below the 40th percentile and/or limited growth across progress monitoring windows - District unit assessment performance aligned with Level 1 or Level 2 expectations - IXL diagnostic and progress monitoring data below the 30th percentile - Classroom performance and work samples indicating skill gaps or inconsistent mastery of grade-level standards - Ongoing progress monitoring data demonstrating a need for additional targeted support beyond core instruction - Teacher observations and instructional data indicating persistent academic needs despite differentiated Tier 1 supports	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: - FAST ELA PM3 at Level 1 or 2 and/or - Average Unit Assessment cut scores aligned with levels 1 or 2 and/or - IXL data below the 30th percentile and/or - Tier 2 will have Intensive Reading in addition to their ELA course

Number of times per week interventions are provided: • 3-5 times per week Number of minutes per intervention session: • 15 – 30 minutes Course(s) where interventions take place: • Intensive Reading or Critical Thinking		
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)
Phonics for Reading		Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundation Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), • Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). These recommendations were built into the program by explicit and systematic interleaved phonics instruction that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.
Story Champs		Story Champs does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:

		• Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Expanding Expressions Tool		Expanding Expressions does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark

		score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Reading Fluency and Comprehension Strategies		Reading Fluency and Comprehension Strategies does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE)

		Improving Adolescent Literacy: Effective Classroom and Intervention Practices: • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #2: Provide direct and explicit comprehension strategy instruction (STRONG EVIDENCE) • Recommendation #3: Provide opportunities for extended discussion of text meaning and interpretation (MODERATE EVIDENCE) • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Really Great Reading		Really Great Reading does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will

		expose them to complex ideas and information (MODERATE EVIDENCE) Improving Adolescent Literacy: Effective Classroom and Intervention Practices: • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Reading Horizons Elevate		Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) Improving Adolescent Literacy: Effective Classroom and Intervention Practices:

		• Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person 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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
N/A		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: A triangulation of data, including FAST PM data, class performance, unit assessment data, DIBELS results, and intervention data is utilized to prompt the addition of Tier 3 interventions. The Problem-Solving Team (PST) will meet to review performance trends in relation to end-of-year goals. Students not showing adequate progress in Tier 2 will be provided Tier 3 in addition to revising Tier 2 as needed. Criteria to consider includes the following: • FAST ELA PM3 below the 20th percentile • Average Unit Assessment cut scores aligned with levels 1 • IXL Scores below the 20th percentile		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		

Students who meet the following criteria at the beginning of the school year: - FAST ELA PM3 below the 20th percentile - Average Unit Assessment cut scores aligned with levels 1 - IXL Scores below the 20th percentile - Tier 2 and Tier 3 interventions provided at end of prior year		
Number of times per week interventions are provided: 3-5 days a week Number of minutes per intervention session: 15-30 minutes Course(s) where interventions take place: Intensive Reading, Critical Thinking. Students in Tier 3 will have Intensive Reading in addition to their ELA course.		
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)
Phonics for Reading		Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundation Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): - Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), - Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), - Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). These recommendations were built into the program by explicit and systematic interleaved phonics instruction that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.

Story Champs		Story Champs does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Expanding Expressions Tool		Expanding Expressions does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:

		• Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Reading Fluency and Comprehension Strategies		Reading Fluency and Comprehension Strategies does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help

		students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) Improving Adolescent Literacy: Effective Classroom and Intervention Practices: • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #2: Provide direct and explicit comprehension strategy instruction (STRONG EVIDENCE) • Recommendation #3: Provide opportunities for extended discussion of text meaning and interpretation (MODERATE EVIDENCE) • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Really Great Reading		Really Great Reading does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE)

		• Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) Improving Adolescent Literacy: Effective Classroom and Intervention Practices: • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Reading Horizons Elevate		Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE)

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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)
N/A		
N/A		

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
N/A		

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	☒ Grade 9	☒ Vocabulary	☒ Screening	☒ 3 x Year

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

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

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

Students are identified for Tier 2/Tier 3 interventions based on FAST data. Students scoring level 1 or 2 on previous school year's PM3 are identified for intervention. After students take PM1 for the current school year, students scoring below the 25th percentile will also be identified as in need of intervention.

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

Tier 1 instruction is monitored through District Unit Assessments and FAST Progress Monitoring, as well as district and school-based leadership observational walks. Data is analyzed at the school and district level. At the district level, data is analyzed by multiple departments to identify district-wide trends. Specific attention is paid to identify schools or grade levels that need additional focused support. That support may be in the form of district-wide professional learning and/or resources, or individualized support for specific teachers, schools, content, or grade levels.

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

Tier 2 interventions are monitored through multiple data sources, including progress monitoring tools embedded within individual intervention programs, District Unit Assessments, and student movement toward proficiency on FAST Progress Monitoring. The district provides guidance on how to respond to student data through structured professional learning opportunities and ongoing school-based support. This support focuses on strengthening intervention structures, utilizing screeners and diagnostic assessments to accurately identify student needs, and implementing aligned resources and evidence-based instructional practices. Additionally, the District MTSS Curriculum Specialist works closely with identified schools to organize and refine tiered intervention systems, conduct intervention walks alongside Literacy Leadership Teams, and facilitate data-driven discussions to identify next steps, areas of opportunity, and ensure fidelity of implementation.

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

Tier 3 interventions are monitored through multiple data sources, including progress monitoring tools embedded within individual intervention programs, Easy CBM, District Unit Assessments, and student movement out of Level 1 on FAST Progress Monitoring. The district provides guidance on how to respond to student data through structured professional learning and ongoing school-based support. This support focuses on strengthening intervention structures, utilizing screening and diagnostic assessments to precisely identify student needs, and implementing aligned resources and evidence-based instructional practices. Additionally, the District MTSS Curriculum Specialist collaborates with identified schools to organize and refine Tier 3 intervention systems, conduct intervention walks alongside Literacy Leadership Teams, and facilitate data-driven discussions to determine next steps, identify areas of opportunity, and ensure fidelity of implementation.

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:	
- FAST PM 3 ELA level 3, 4, or 5, and/or - Average Unit Assessment cut scores aligned with levels 3, 4, or 5	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
- FAST PM1 & PM2 at or above the 40th percentile and/or - Average Unit Assessment cut scores aligned with levels 3, 4, or 5	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill: StudySync	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
A triangulation of data, including FAST Progress Monitoring results, classroom performance, district unit assessments, IXL diagnostic and progress monitoring data, intervention data, and teacher observations, is used throughout the school year to identify students who require Tier 2 interventions. School-based MTSS teams regularly review student performance and growth data to evaluate student response to core instruction and make data-based instructional decisions. Students who do not demonstrate adequate progress through Tier 1 core instruction and differentiated supports may be considered for Tier 2 intervention. Intervention plans are adjusted as needed based on	

ongoing student performance and progress monitoring data to ensure interventions are responsive to identified learning needs.

Criteria that may indicate a need for Tier 2 support include:

- FAST ELA PM results below the 40th percentile and/or limited growth across PM windows.
- District unit assessment performance aligned with Level 1 or Level 2 expectations
- IXL diagnostic and progress monitoring data below the 30th percentile
- Classroom performance and work samples indicating skill gaps or inconsistent mastery of grade-level standards
- Ongoing progress monitoring data demonstrating a need for additional targeted support beyond core instruction
- Teacher observations and instructional data indicating persistent academic needs despite differentiated Tier 1 supports.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

- FAST ELA PM3 at Level 1 or 2 and/or
- Average Unit Assessment cut scores aligned with levels 1 or 2 and/or
- IXL data below the 30th percentile and/or
- Tier 2 will have Intensive Reading in addition to their ELA course

Number of times per week interventions are provided:

- 3-5 times per week

Number of minutes per intervention session:

- 15-30 minutes

Course(s) where interventions take place:

- Intensive Reading or Critical Thinking

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)
Phonics for Reading		Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundation Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), • Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE).

		These recommendations were built into the program by explicit and systematic interleaved phonics instruction that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.
Story Champs		Story Champs does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting

		administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Expanding Expressions Tool		Expanding Expressions does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Reading Fluency and Comprehension Strategies		Reading Fluency and Comprehension Strategies does not meet strong, moderate, or promising

		levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) Improving Adolescent Literacy: Effective Classroom and Intervention Practices: • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #2: Provide direct and explicit comprehension strategy instruction (STRONG EVIDENCE) • Recommendation #3: Provide opportunities for extended discussion of text meaning and interpretation (MODERATE EVIDENCE) • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
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Really Great Reading		Really Great Reading does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) Improving Adolescent Literacy: Effective Classroom and Intervention Practices: • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Reading Horizons Elevate		Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:

		Providing Reading Interventions for Students in Grades 4-9: • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) Improving Adolescent Literacy: Effective Classroom and Intervention Practices: • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person 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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

N/A		
N/A		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:A triangulation of data, including FAST Progress Monitoring results, DIBELS progress monitoring data, classroom performance, district unit assessments, intervention progress monitoring data, and teacher observations, is used throughout the school year to determine the need for Tier 3 interventions. School-based Problem-Solving Teams (PSTs) regularly review student performance and growth data to evaluate response to intervention and make data-based instructional decisions. Students who do not demonstrate adequate progress in Tier 2 interventions, despite consistent attendance and documented intervention fidelity, may be considered for Tier 3 intervention. Intervention plans are adjusted as needed based on ongoing student performance and progress monitoring data. Criteria that may indicate a need for Tier 3 support include: • FAST ELA PM results below the 20th percentile and/or limited growth across PM windows • DIBELS progress monitoring results indicating insufficient progress toward benchmark goals • District unit assessment performance aligned with Level 1 expectations • IXL performance below the 20th percentile • Intervention progress monitoring data indicating an inadequate response to Tier 2 intervention • Classroom performance and work samples demonstrating persistent skill deficits despite targeted 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: • FAST ELA PM3 results at a Level 1 • Average Unit Assessment cut scores aligned with levels 1 • IXL Scores below the 20th percentile • Tier 2 and Tier 3 interventions provided at end of prior year		
Number of times per week interventions are provided: • 3-5 days per week Number of minutes per intervention session: • 15—30 minutes Course(s) where interventions take place: • Intensive Reading or Critical Thinking. Students in Tier 3 will have Intensive Reading in addition to their ELA course.		
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)
Phonics for Reading		Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:

		Foundation Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s): • Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), • Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), • Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). These recommendations were built into the program by explicit and systematic interleaved phonics instruction that incorporates encoding and decoding and practice with connected text. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.
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		Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills. The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
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		the program, as well as Fidelity tools for the program, including online and in person 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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
N/A		

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

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

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

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

Name of Professional Learning	Target Audience	Description
Asynchronous UFLI Training Sessions	-New Teachers -Teachers new to phonics instruction	This is a 3-hour session guided by instructors with recordings by UFLI team.
UFLI Foundations Implementation Training	- New Teachers -Teachers new to phonics instruction	In-person training on implementation of UFLI with fidelity.
Best Practices through ELA Curriculum	- Administrators - Literacy Coaches - Classroom Teachers	Differentiated by audience, this training focuses on components of the adopted curriculum and best practices in implementation.
Intervention K-12	- Administrators - Literacy Coaches	Overview on criteria, structures, resources, and best practices to meet students' needs

SLPS CERP	- Administrators - Literacy Coaches	This training reviews the various CERP components, highlighting changes and school-based responsibilities.
ESE Literacy Routines and Best Practices	- K-5 ESE Self-Contained Teachers -ESE Resource Teachers - ESE Specialists	Structures, resources, and strategies will be shared with a focus on rigor while accounting for varying exceptionalities.
Foundational Skills Best Practices	- Administrators - Literacy Coaches - Classroom Teachers	Differentiated by audience, the intent of this training is clarify expectations for foundational skills instruction in K-2 classrooms.
DIBELS Administration and Application	- Administrators - Literacy Coaches - Interventionists - Classroom Teachers	Differentiated by audience, this training focuses on how to administer DIBELS with fidelity and how to use the resulting data to help guide instructional decisions.
2 nd & 3 rd Grade: To Proficiency and Beyond	- Literacy Coaches - Classroom Teachers	In-person and/or virtual meetings with a focus on vertical alignment, rigor, and best practices in literacy instruction.
Reading Bootcamps	- Literacy Coaches - Classroom Teachers	These in-person bootcamps are determined based on data and targeted to particular schools/grade levels/teachers.
Heggerty CANVAS	- Literacy Coaches - Interventionists	This is a self-paced course to allow participants to become familiar with the material they will be teaching using this program.
UFLI Canvas	Teachers new to UFLI	This is a self-paced course to allow teachers to become familiar with the material they will be teaching using this program.
B.E.S.T Standards CANVAS	New Teachers	The course is based on the state training and goes through the strands, ALDs, vertical progression and clarifications.
University of Florida Background Course (UFLI/PA)	Teachers new to UFLI	A knowledge building course that support background knowledge in phonics and phonemic awareness.
DIBELS Canvas	All Teachers	This self-paced course shows participants how to accurately administer the assessment.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. St. Lucie Public Schools offers 3 pathways for teachers to become Reading Endorsed: UF Lastinger Center Literacy Matrix, Literacy Solutions RE1-4, and FDLRS Galaxy RE4. In addition, we offer several pathways to earning the 40-hour recertification points for Reading. They include: two specific courses through the BEES Portal (Reading Difficulties, Disabilities, and Dyslexia and Structured Literacy through a Multi-Sensory Approach); Micro credentials through UF Lastinger Center for Elementary and Secondary teachers; and Exploring Structured Literacy through FDLRS Galaxy and the BEES portal.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.		

Data is regularly reviewed to identify specific areas where additional support is needed, whether at the district, school, grade level, or individual teacher level. District-level support is tailored to meet the evolving needs of school-based literacy coaches, grade-level teams, and individual educators. Professional learning opportunities are designed to address these identified needs, ensuring that each group of teachers receives targeted support aligned with their instructional goals. Topics for professional learning—whether during monthly coach meetings or designated professional development days—are selected based on trends and patterns observed in the data. This data-driven approach ensures that professional learning remains relevant, responsive, and impactful.

Mentor Teachers

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

Mentor teachers are identified through administrative and coaching feedback and observations as well as data collection from formative and summative assessments, with these professionals completing a mentorship course within SLPS to facilitate their role as a teacher leader. Model classrooms are strategically identified based on specific components of focus, with teachers providing an exemplar of instruction for teachers.

Professional Learning Time

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

Time is provided in the master schedule for designated weekly CLPs.

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
Florida Tutoring Advantage	K-5 ESE Students	Targeted tutoring for identified students to help close gaps in literacy.
Title I Tutoring	K-12 based on triangulation of data	1:1 and small group sessions to support student growth.

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

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

All St. Lucie Public Schools are Title I schools and each hosts a parent night that teaches reading strategies for families to incorporate at home. Additionally, schools participate in Celebrate Literacy Week, which encourages family engagement in literacy. We have partnered with the New Worlds Reading Initiative, and many schools have hosted NWRI nights on their campuses.

Students that are identified as having a substantial reading deficiency are provided a letter and an Individualized Progress Monitoring Plan which includes a clear description of the deficiency, intensive interventions that are being implemented, and information on resources, including NWRI.

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).

New World Reading Initiative, Big Brother Big Sisters (AmeriCorps), Children's Services Council: St. Lucie Reads, Read to Succeed.

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

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

The district prioritized the assignment of highly effective teachers through the placement based on allocations. Training is provided to K-2 teachers and coaches on instructional practices grounded in the science of reading. Additionally, administrators are provided training on these practices to support monitoring and building capacity in K-2 teachers.

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
HJB	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
HJB	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.
HJB	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.
HJB	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
HJB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
HJB	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.
HJB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.

HJB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
HJB	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): Heather Bolitho	
Signature: 	Date: July 29, 2026