

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	Jill Rudd	jill.rudd@taylor.k12.fl.us	850-838-2500
Data Element/Assessment	Pam Padgett	pam.padgett@taylor.k12.fl.us	850-838-2500
Third Grade Promotion	Rachel Poppell James Bray	rachel.poppell@taylor.k12.fl.us james.bray@taylor.k12.fl.us	850-838-2530 352-498-3303
Multi-Tiered System of Supports	Kamryn Sands	Kamryn.sands@taylor.k12.fl.us	850-838-2500
K-2 Instructional Coach	Kay Cantrell	kay.cantrell@taylor.k12.fl.us	850-838-2506
3-5 Instructional Coach	Justin Eli Walker	justin.walker@taylor.k12.fl.us	850-838-2530
6-8 Instructional Coach	Yvonne Heartsfield	Yvonne.heartsfield@taylor.k12.fl.us	850-838-2516
9-12 Instructional Coach	Juanita Ratliff	juanita.ratliff@taylor.k12.fl.us	850-838-2525
Summer Reading Camp	Jill Rudd	jill.rudd@taylor.k12.fl.us	850-838-2500
Curriculum	Jill Rudd	jill.rudd@taylor.k12.fl.us	850-838-2500

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 reading deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	70,458.00	1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	21,937	
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	70,777	1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	2,068.00	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
K12 lift	6,335.98	
Teacher aides for PK - 5	199,182.00	
Estimated Sum of Expenditures	370,757.98	

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	2%	0%	81%	95%

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

The district will use student performance data to identify specific literacy skill gaps among VPK students, such as phonics and vocabulary. Instruction will be adjusted to address these needs through small-group interventions and evidence-based teaching strategies.

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%	18%	55%	57%
1	32%	22%	49%	52%
2	30%	22%	40%	42%
3	20%	18%	47%	55%
4	34%	30%	40%	55%
5	25%	20%	45%	55%
6	28%	20%	45%	57%
7	28%	20%	54%	57%
8	36%	20%	33%	57%
9	28%	25%	38%	57%
10	15%	12%	57%	58%

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	Student assessment data, FAST and STAR, is collected three times per year. The data is reviewed after each progress monitoring administration.	Student assessment data will be collected three times per year generated by the FAST assessments: FAST (grades 3-5), STAR Reading (grades 1-2), and STAR Early Literacy (grades Pre-K and K). Assessments will be

		conducted in August, December/ January, and May.
Actions for continuous support and improvement	The Director of Instruction meets with the school administration to discuss student data after each progress monitoring period. Specifically, reviewing trends among students and teachers, areas of concern, and data related to classroom teachers. This will assist the school administration in determining a coaching plan, if needed, the level of support provided by the instructional coach and used to determine if students' learning paths need to be adjusted to better meet their needs.	School administration and the Instructional Coach conduct data chats with grade level and individual teachers to discuss grade level and student data after each progress monitoring period. Specifically reviewing trends among students, a coaching plan, if needed, the amount of support being provided by the instructional coach, differentiated professional learning, and used to determine if students' learning paths need to be adjusted to better meet their needs.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST progress monitoring data will be collected and reviewed 3x per year.	Student assessment data will be collected three times per year generated by the FAST assessments: FAST (grades 6-8). Assessments will be conducted in August, December, January, and May. Exact Path and Write Score will be administered 2x per year.
Actions for continuous support and improvement	The Director of Instruction meets with the school administrations to discuss student data. Specifically reviews trends, areas of concern, and data related to classroom teachers. This will assist the school administration in determining if a coaching plan is needed, the amount of support being provided by instructional coaches, and if a student's learning path needs to be adjusted.	Data analysis by school literacy leadership team follows each progress monitoring session; data chats between literacy coach and teacher teams, and with individual teachers, after each progress monitoring session. Instructional adjustments are made, and professional learning is determined based on the needs of the teachers or trends that we see in the data.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Standards-based assessments, Exact Path, Write Score End-of-	Standards-based assessments, Exact Path, Write Score End-of-

	Course (EOC) testing, FAST retakes, and FAST progress monitoring.	Course (EOC) testing, FAST retakes, and FAST progress monitoring.
Actions for continuous support and improvement	The Director of Instruction engages in discussions with the school administration regarding student data. This includes a thorough review of trends, areas of concern, and data pertinent to classroom teachers. Such analysis will aid the school administration in assessing the necessity of a coaching plan, the level of support provided by instructional coaches, and whether adjustments to a student's learning path are required.	The Instructional Coach will conduct data discussions with teachers following each Progress Monitoring assessment. Additionally, the Literacy Leadership Team will analyze the data to make instructional adjustments between each assessment period.

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.

We will conduct monthly monitoring of student data and instructional effectiveness, ensuring that data remains a focal point during at least one Professional Learning Community (PLC) meeting. This will empower teachers with the necessary tools to address gaps and capitalize on strengths in a timely fashion. Additionally, we will evaluate the effectiveness of ongoing professional development programs for teachers, identifying those that are least effective and enhancing practices that demonstrate positive student growth for participating educators.

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

Implementation of the reading plan is monitored by monthly walk-throughs conducted by principal and assistant principal following the Marzano model and utilizing the iObservation tool. Teachers submit lesson plans weekly, which are reviewed by the assistant principal for content. The Instructional Coaches also meet with the principal regularly to discuss reading instruction and strategies that could improve the instruction and assist the teacher. School-level administration and instructional coaches provide ongoing monitoring of plan implementation. The district uses an online walk-through platform to record classroom walkthrough observations. School leadership teams meet to discuss teacher concerns (Tier 2 and Tier 3 teachers). Instructional coaches are then used to provide teachers with MTSS. The Director of Personnel, Kiki Puhl, and the Director of Instruction, Jill Rudd, work collaboratively to monitor plan implementation and instructional delivery. Quarterly site visits are planned at each school site to enable district and school leadership to review and discuss all school-level data, intervention outcome data, and systematically monitor progress.

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

The Assistant Principal and the instructional coach conduct on-going collections of progress monitoring data and gradebook data. All data is analyzed in depth with the principal. The principal will discuss what changes need to be made with the literacy team. The data is then disseminated to the teaching staff during

collaborative planning or during a PLC. Lesson plan are reviewed weekly by the administration and/or instructional coach.

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

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

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

☒ Yes

☐ No

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

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

Requirements are communicated during monthly leadership meetings, and updates are provided via email to ensure documentation.

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

The Director of instruction facilitates monthly instructional coach meetings. During these meetings, data analysis, tiered support for teachers, intervention plans, professional learning plans, data chat protocols, and a myriad of other topics are discussed. Instructional support and plans are developed.

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 instructional coaches in these areas during monthly coaching meetings by discussing the correct procedures for goals, action plans, and conducting professional learning. In addition to the meetings, classroom walkthroughs are conducted to identify areas of need for specific teachers. Action plans are then constructed based on the data collected during these support meetings. Coaches facilitate the implementation of plans with grade level teams and individual teachers.

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

The district monitors the implementation of the coach model by conducting quarterly site visits, monthly meetings with school administration, and monthly meetings with instructional coaches. Additionally, quarterly and semester data reviews are conducted to monitor and adjust professional learning as needed.

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

The district reviews teacher data and supports put in place by the literacy coaches to ensure teacher growth is evident. Teacher retention, attendance in professional learning, and the data provided by the instructional coaches to support teacher development are also key indicators of effectiveness. Additionally, student performance on state assessments is closely monitored to gauge the impact of literacy coaching. Feedback from teachers and administrators is collected to gather qualitative insights. By analyzing these data points, the district can make informed decisions about the literacy coaching program, ensuring it continually meets the needs of both educators and students. The goal is to foster a culture of literacy that empowers all learners to achieve their fullest potential.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

All students, including students with disabilities and English Language Learners, will exhibit strong foundational skills and mastery of standards, resulting in improved academic performance.

Strategies:

Implement strategies to improve standards-based instruction:

- Instructional coaches will collaborate with teachers to align standards to drive instructional support and feedback to teachers
- Administrators will conduct all observations based on Standards-Based Planning, Standards-Based Instruction, and Conditions for Learning to provide feedback
- Principals will maintain the number and frequency of all observations by joint scheduling with APs
- The Leadership Team will conduct district walk throughs to ensure implementation of district expectations

Progress Monitoring/ Management Measures:

- Percent of Tier 1, 2, and 3 teachers that are observed, co-taught, and provided feedback by coaches
- Percent of Tier 1, 2, and 3 teachers that are observed and provided feedback by administrators

Percent of students scoring at or above Level 3 on ELA, Math, Science, and Civics progress on state progress monitoring assessments

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.

Student assessment data will be collected three times per year generated by the FAST assessment: STAR Early Literacy (grade Pre-K). Assessments will be conducted in August, January, and May. The preschool coordinator will conduct data chats with the VPK team and individual VPK lead teachers to discuss student data after each progress monitoring period. Specifically reviewing trends among students, classroom data and areas of concern. This will assist the preschool coordinator in determining instructional needs.

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

The VPK program uses Frog Street as the core instructional program. Frog Street curriculum includes a research-based scope & sequence for literacy, math, and content domains. Acknowledging the individual needs of ALL learners, the pre-k curriculum includes strategies for differentiated instruction, and adaptations for special needs and English Language Learners, and more. Cultural responsiveness strategies are also included at point-of-use, with prompts and reminders to help teachers maintain an anti-bias mindset.

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.](#)

VPK teachers use the FAST/STAR early literacy results to categorize student intervention needs. Students that are identified with substantial deficiencies in early literacy skills are provided one on one intervention strategies or small group of no more than 3 students that target deficient skills through guided practice, corrective feedback, and frequent progress monitoring.

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?
Other District Assessment Frogstreet AIM: Assess, Instruct,	☒ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
Monitor Observational assessment birth to age 5	☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Vocabulary ☒ Comprehension		☐ Annually ☐ As Needed ☐ Other
Other District Assessment: Wonders weekly assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment UFLI Foundations 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

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if:

- The student is identified as in need of Tier 3 interventions;

- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

Students are identified as Tier 2 or Tier 3 students by utilizing the FAST ELA PM Data (STAR for grades K-2 and FAST ELA for grade 3). Students scoring 10th percentile rank and below are identified as Tier 3 students, and students scoring between the 11th and 34th percentile, and identified Tier 3 students, will receive Tier 2 interventions. These percentages are reviewed after each of the three progress monitoring assessments. Intensive instruction is fluid, and students can move from one level to another throughout the year based on the results of the FAST 3rd grade ELA assessments as well as STAR K-2.

Students scoring level 1 on the previous year's STAR and FAST, and K-3 students who have been retained will also receive Tier 3 intervention in addition to Tier 2 instruction.

The MTSS process is as follows:

1. Tier 2 and Tier 3 students must have an MTSS Intervention Plan.
2. Students receive additional intervention service from teachers who are reading certified or endorsed.
3. The students' parents are informed of the reading deficiency via parent conference and written correspondence. During this conference, the parents are provided with a Read at Home Plan.
4. Teacher continue core instruction and provide Tier 1 and Teir 2 instruction during the 90-minute reading block while the ESE resource/interventionist provides Tier 3 small group instruction.

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

Students are identified as Tier 2 or Tier 3 students by utilizing the FAST ELA PM Data (STAR for grades K-2 and FAST ELA for grade 3). Students scoring 10th percentile rank and below are identified as Tier 3 students, and students scoring between the 11th and 34th percentile, as well as identified Tier 3 students, will receive Tier 2 interventions. These percentages are reviewed after each of the three progress monitoring

assessments. Intensive instruction is fluid, and students can move from one level to another throughout the year based on the results of the FAST 3rd grade ELA assessments as well as STAR K-2.

Students scoring level 1 on the previous year's STAR and FAST, and K-3 retained students will also receive Tier 3 intervention in addition to Tier 2 instruction.

The MTSS process is as follows:

1. Tier 2 and Tier 3 students must have an MTSS Intervention Plan.
2. Students receive additional intervention service from teachers who are reading certified or endorsed.
3. The students' parents are informed of the reading deficiency via parent conference and written correspondence. During this conference, the parents are provided with a Read at Home Plan.
4. Teacher continue core instruction and provide Tier 1 and Tier 2 instruction during the 90-minute reading block while the ESE resource/interventionist provides Tier 3 small group instruction.

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

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

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

If the teacher or parent suspects dyslexia, the student would be referred to the MTSS team based on teacher observation data, MTSS data, FAST and STAR data. A meeting will then be conducted with the MTSS team to review data provided by the teacher and interventionist. If deemed appropriate by the team, the student will be placed in Tier 3 interventions.

The student will be in an intervention reading program which:

- a. Provides explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.
- b. Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics, including decoding and encoding, sight words, vocabulary, or comprehension.

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

If the screener Rapid Automatized Naming(RAN, through Edmentum/Exact Path) and/or DIBELS screener, comes back with an indication of dyslexia, the MTSS team will get parental consent for the school psychologist to conduct a full evaluation. Tier 3 interventions will continue throughout this process. An MTSS meeting will be scheduled to review the findings from the psychological evaluation.

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

Content and domain Data Analysis on progress monitoring. Teacher and parent team meeting or conference.

- Grade Level collaboration and team meeting
- Grade level data, weekly assessments, STAR and FAST progress monitoring

- Literacy Leadership Team
- STAR and FAST progress monitoring grade level and school wide data.
- Content and Domain Data Analysis
- Walk throughs by administration and instructional coach with feedback
- Grade level collaboration and team meeting with modeling from coach

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

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

Students displaying a score between the 11th and 34th percentile are identified as Tier 2 students and will receive additional intensive instruction. Tier 2 effectiveness is monitored by bi-monthly classroom walk-throughs and discuss at monthly data reviews.

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

Tier 3 interventions will be monitored daily by the direct interventionist by any of the following: teacher observations, progress monitoring assignments, and practice. Documentation will be kept on an intervention documentation sheet and must be updated after each intervention session. Also, the school-based intervention team will collect intervention documentation at least once per month and will review the data for each student receiving such interventions. Tiered instruction will also be monitored after each of the state progress monitoring tests to evaluate each student's need for tiered interventions.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time, at least 90 minutes daily to all students. The reading block will include whole group instruction using an evidence-based sequence of reading instruction and small group differentiated instruction 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 based on PM 3 ELA FAST or FAST STAR/STAR early literacy from the previous spring.

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

KG FAST STAR Level 3, 4 or 5; FAST STAR Early Lit SS 134+; classroom grades in ELA 75% or above
 1st Grade- FAST STAR Level 3, 4 or 5; FAST STAR Early Lit SS; 153+; classroom grades in ELA 75% or above
 2nd Grade- FAST STAR Level 3, 4 or 5; FAST STAR Reading SS 183+; classroom grades in ELA 75% or above
 3rd Grade-FAST Level 3, 4 or 5; FAST SS 201+, SS 213+, SS 225+; classroom grades in ELA 75% or above
 4th Grade-FAST Level 3, 4 or 5; FAST SS 213+, SS 224+, SS 237+; classroom grades in ELA 75% or above
 5th Grade-FAST Level 3, 4 or 5; FAST SS 222+, SS 232+, SS 246+; classroom grades in ELA 75% or above

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

If 80% or more students score a Level 3 or higher on FAST and STAR progress monitoring, it would indicate tier 1 is sufficient. Currently, the criteria for meeting Tier 1 sufficiency for 80% of the students is not being met. According to FAST data, 46% of the students in grades 3-5 at TCES are proficient as evidenced by scoring a Level 3 or higher on the assessment. In addition, 47% of the students in grades K-2 are proficient as evidenced by scoring a Level 3 or higher on the STAR Assessment. Currently, the scores indicate Tier I core instruction needs to be strengthened.

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

- Content and domain Data Analysis on progress monitoring. Teacher and parent team meeting or conference. Grade Level collaboration and team meetings.

• Literacy coaches report to Literacy Leadership Team and school-based administration any discrepancies in instruction. Coaching Cycles are implemented when deemed appropriate. • Content and Domain Data Analysis • Walk throughs by administration and instructional coach with feedback using Florida's Practice Profiles • Grade level collaboration and team meeting with modeling from coach		
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
McGraw Hill Wonders		2020
UFLI Foundation – Phonics Instruction K-2 supplemental		2025
Top Score Writing 1-5 supplemental		2024
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students will receive Tier 2 intervention based on PM2 (Level 2 and/or 11 th -34 th percentile)		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data Students who meet the following criteria at the beginning of the school year: Tier 2 interventions will be provided to students based on prior end of year data that includes a reading deficiency as indicated below from PM3 of the previous spring: KG FAST STAR Level 2; FAST STAR Early Lit SS 114-133; classroom ELA grades between 61 and 74 1 st FAST STAR Level 2; FAST STAR Early Lit SS 135-152; classroom ELA grades between 61 and 74 2 nd FAST STAR Level 2; FAST STAR Reading SS 166- 182; classroom ELA grades between 61 and 74 3 rd FAST ELA Level 2; FAST SS 186-200; classroom ELA grades between 61 and 74 4 th FAST ELA Level 2; FAST SS 199-212; classroom ELA grades between 61 and 74 5 th FAST ELA Level 2; FAST SS 206-221; classroom ELA grades between 61 and 74		
Number of times per week interventions are provided: 2-4 days Number of minutes per intervention session: 15-30 min each session		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
McGraw Hill SRA Reading Mastery (K-2)		SRA Reading Mastery does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. This guide recommends providing time for differentiated reading instruction for all students based on assessments of students' current reading level (minimal evidence), providing 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), and providing instruction on a daily basis that promotes the development

		of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (minimal evidence). <i>Reading Mastery</i> is an explicit, scripted program designed to ensure consistent, high-quality instruction in critical areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program emphasizes a carefully sequenced progression of skills, with each lesson building upon previously mastered content to support cumulative learning. Instruction is typically delivered in small groups. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.
Exact Path- Reading (K-5)	Moderate	
UFLI foundations (small group)		UFLI Foundations does not currently meet the requirements of ESSA evidence studies; however, the instructional plan and routines are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", and "Providing Reading Intervention for Students in Grades 4-9. The following recommendations from these guides are embedded within the entire scope and sequence as well as the daily lesson routines of the program: 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong) 2. Teach students to decode words, analyze word parts, and write/recognize words (strong) 3. Build students' decoding skills so they can read multisyllabic words. (strong) 4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate) 5. Provide purposeful fluency building activities (strong) 6. Provide systematic small group instruction on foundational reading skills based upon student data (strong) The listed recommendations were built into the instructional routines of UFLI Foundations by providing explicit, structured, and sequential phonics/word study and reading instruction with explicit teaching of decoding skills, spelling instruction based on rules and patterns, multiple opportunities for fluency practice, embedded connected text to support decoding, a variety of formative assessment opportunities and progress monitoring tools to support appropriate small group instruction.

Phonics for Reading (3-5)		Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) supports the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. This guide recommends providing time for differentiated reading instruction for all students based on assessments of students' current reading level (minimal evidence), providing 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), and providing instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (minimal evidence). <i>Phonics for Reading</i> systematically teaches decoding, phonemic awareness, word recognition, and fluency—three of the core foundational reading skills identified by the IES. The program's structured, sequential lessons build upon previously taught skills, ensuring that students develop a strong foundation in word reading before moving on to more complex tasks. Instruction is designed to be delivered in small-group settings. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.
Wonders small group/intervention component		<i>Wonders Small Group Intervention</i> resources do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. This guide recommends providing time for differentiated reading instruction for all students based on assessments of students' current reading level (minimal evidence), providing 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), and providing instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (minimal evidence). <i>Wonders Small Group Intervention</i> delivers explicit, scripted instruction focused on key foundational skills including

		decoding, fluency, vocabulary, and comprehension. The resources are structured to ensure that instruction is consistent and reinforces student mastery of foundational reading skills and BEST ELA benchmarks that are being taught in Tier 1. The district will support and monitor the implementation of this program by meeting with teachers and interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for teachers and interventionists as needed.
Reading Eggs (K)		Reading Eggs/Fast Phonics does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>. This guide recommends developing awareness of the segments of sounds in speech and how they link to letters (strong evidence), teaching students to decode words, analyze word parts, and write and recognize words (strong evidence), and ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence). The district will support and monitor the implementation of this program by securing professional development when needed. The literacy coach will be available to model the instructional routines for teachers as needed. Reading Eggs aligns with the IES Practice Guide by providing explicit instruction in phonemic awareness and phonics to help students develop sound-letter connections. It supports decoding, word analysis, and word recognition through interactive lessons, spelling activities, and practice with morphemes. The program also ensures daily reading of connected text with level e-books and comprehension tasks to build fluency and understanding. The district will support and monitor the implementation of this program by meeting with teachers and interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for teachers and interventionists as needed.
Vocabu-lit (3-5)		Vocabu-lit 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 3rd Grade recommends teaching students academic language skills, including the use of inferential and narrative language, and vocabulary

		knowledge. These recommendations were built into the program by introducing, practicing, and providing opportunities to use a wide range of vocabulary words. Students have multiple opportunities to review new words and their meanings before using them in conversations and written responses. the following WWC Practice Guide Recommendation(s) support the program Providing Reading Interventions for Students in Grades 4–9. Build students' decoding skills so they can read complex multisyllabic words. These recommendations were built into the program by introducing, practicing, and providing opportunities to use a wide range of vocabulary words. Students have multiple opportunities to review new words and their meanings before using them in conversations and written responses. This allows for systematic and meaningful vocabulary interventions to take place during small group intervention. This program is used in small group instruction for intervention and acceleration. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.
Wordly Wise (3-5)		Wordly Wise 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 3rd Grade recommends teaching students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. These recommendations were built into the program by introducing, practicing, and providing opportunities to use a wide range of vocabulary words. Students have multiple opportunities to review new words and their meanings before using them in conversations and written responses. the following WWC Practice Guide Recommendation(s) support the program Providing Reading Interventions for Students in Grades 4–9. Build students' decoding skills so they can read complex multisyllabic words. These recommendations were built into the program by introducing, practicing, and providing opportunities to use a wide range of vocabulary words. Students have multiple opportunities to review new words and their meanings before using them in conversations and written responses. This allows for systematic and meaningful vocabulary interventions to take place during small group intervention.

		This program is used in small group instruction for intervention and acceleration. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.
iReady Personalized Instruction Reading	Moderate	
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		Verbiage (as needed)
Teach Town		Teach Town does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten through 3rd Grade, recommends teaching students how to use comprehension strategies (strong evidence), teaching students to identify and use the text's organizational structure to comprehend, learn, and remember content (moderate evidence), and establishing an engaging and motivating context in which to teach reading comprehension (moderate evidence). The program supports the use of comprehension strategies, such as predicting, summarizing, and asking and answering questions, by integrating these practices into interactive, explicit instruction. These strategies are taught in a step-by-step manner that helps students learn how to think about and process what they read. It supports teaching organizational structure by incorporating narrative and informational texts that highlight these features and guide students in recognizing and applying them. The district will support and monitor implementation of this program by scheduling face-to-face professional learning with Teach Town support, monitoring fidelity in Teach Town's suggested implementation plan, and consulting with Teach Town as needed.

n2y's Unique Learning System		n2y's Unique Learning System does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten through 3rd Grade, recommends teaching students how to use comprehension strategies (strong evidence), teaching students to identify and use the text's organizational structure to comprehend, learn, and remember content (moderate evidence), and establishing an engaging and motivating context in which to teach reading comprehension (moderate evidence). The program aligns the recommendations by explicitly teaching comprehension strategies such as making predictions, answering text-dependent questions, summarizing, and identifying key details. Additionally, the program offers highly visual, interactive materials, consistent routines, and age-respectful themes designed to keep students interested and involved. The district will support and monitor implementation of this program by scheduling face-to-face professional learning and monitoring fidelity in n2y's Unique Learning System's suggested implementation plan, and consulting with n2y's Unique Learning System as needed.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Vocabu-lit (3-5)		Vocabu-lit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School recommends teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities (strong evidence), providing regular, structured opportunities to develop written language skills (minimal evidence), and providing small group instructional intervention to students struggling in areas of literacy and English language development (moderate evidence). These recommendations were built into the program by introducing, practicing, and providing opportunities to use a wide range of vocabulary words. Students have multiple opportunities to review new words and their meanings before using them in conversations and written responses. This program is used in small group instruction for intervention and acceleration. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Multisensory instruction includes strategies for integrating visual, auditory, and kinesthetic, tactile learning pathways that help students connect and remember their learning. The following Tier 2 program provides teachers with enhanced routines that include multisensory strategies: • Wonders: multisensory learning is embedded through the use of songs, chants, and hands-on activities to help students build foundational skills. • Hands-on phonemic awareness: A three-dimensional, Elkonin-style box is used to add a kinesthetic element to phonemic awareness and phonics lessons. This helps students segment words into individual sounds using chips and pockets. • Letter and word building: Small letter cards allow students to physically build words, reinforcing sound-spelling connections. • Reusable response boards: Write-on/wipe-off response boards provide a hands-on, visual tool for phonemic awareness and phonics practice. • Visual cues for articulation: The program utilizes lenticular images on laminated cards to demonstrate the correct mouth position for creating certain sound		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students will receive Tier 3 intervention based on PM2 (Level 1 and/or 10th percentile or lower).		
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 based on PM3 ELA FAST from the previous spring. KG FAST STAR Level 1; FAST STAR Early Lit SS 0-113; classroom grades in ELA 60 and below 1st FAST STAR Level 1; FAST STAR Early Lit SS 0-134; classroom grades in ELA 60 and below 2nd FAST STAR Level 1; FAST STAR Reading SS 0-165; classroom grades in ELA 60 and below 3rd FAST ELA Level 1; FAST SS 140-185; classroom grades in ELA 60 and below 4th FAST ELA Level 1; FAST SS 154-198; classroom grades in ELA 60 and below 5th FAST ELA Level 1; FAST SS 160-205; classroom grades in ELA 60 and below Additionally, students scoring level 1 on the previous year's STAR and FAST, and K-3 students who have been retained will also receive Tier 3 intervention in addition to Tier 2 instruction		
Number of times per week interventions are provided: 3-5 days per week Number of minutes per intervention session: 20-30 minutes per day		
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)
McGraw Hill SRA Reading Mastery (K-2)		SRA Reading Mastery does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. This guide recommends providing time for

		differentiated reading instruction for all students based on assessments of students' current reading level (minimal evidence), providing 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), and providing instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (minimal evidence). Reading Mastery is an explicit, scripted program designed to ensure consistent, high-quality instruction in critical areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program emphasizes a carefully sequenced progression of skills, with each lesson building upon previously mastered content to support cumulative learning. Instruction is typically delivered in small groups. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.
Corrective Reading (3-5)		Corrective Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. This guide recommends providing time for differentiated reading instruction for all students based on assessments of students' current reading level (minimal evidence), providing 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), and providing instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (minimal evidence). <i>Corrective Reading</i> delivers explicit, scripted instruction focused on key foundational skills including decoding, fluency, and comprehension. The program is structured to ensure that instruction is both consistent and cumulative, reinforcing previous learning while gradually increasing in complexity and is delivered in small groups. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be

		available to model the instructional routines for interventionists as needed.
UFLI Foundations (K-5)		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 3rd Grade. This guide recommends developing awareness of the segments of sounds in speech and how they link to letters (strong evidence) and teaching students to decode words, analyze word parts, and write and recognize words (strong evidence). These recommendations were built into the program by differentiating foundation phonemic awareness and phonics instruction based on students' needs (various insertion levels based on placement test), providing a systematic layout for remediation of foundational reading skills, and promoting vocabulary, fluency, and comprehension development amidst a focus on phonics. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists 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: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. This guide recommends providing time for differentiated reading instruction for all students based on assessments of students' current reading level (minimal evidence), providing 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), and providing instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (minimal evidence). <i>Phonics for Reading</i> systematically teaches decoding, phonemic awareness, word recognition, and fluency—three of the core foundational reading skills identified by the IES. The program's structured, sequential lessons build upon previously taught skills, ensuring that students develop a strong foundation in word reading before moving on to more complex tasks. Instruction is designed to be delivered in small-group settings. The district will support and monitor the implementation of this program by meeting

		with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.
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		Verbiage (as needed)
Teach Town		Teach Town does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten through 3rd Grade, recommends teaching students how to use comprehension strategies (strong evidence), teaching students to identify and use the text's organizational structure to comprehend, learn, and remember content (moderate evidence), and establishing an engaging and motivating context in which to teach reading comprehension (moderate evidence). The program supports the use of comprehension strategies, such as predicting, summarizing, and asking and answering questions, by integrating these practices into interactive, explicit instruction. These strategies are taught in a step-by-step manner that helps students learn how to think about and process what they read. It supports teaching organizational structure by incorporating narrative and informational texts that highlight these features and guide students in recognizing and applying them. The district will support and monitor implementation of this program by scheduling face-to-face professional learning with Teach Town support, monitoring fidelity in Teach Town's suggested implementation plan, and consulting with Teach Town as needed.
Unique		n2y's Unique Learning System does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten through 3rd Grade, recommends teaching students how to use comprehension strategies (strong evidence), teaching students to identify and use the text's organizational structure to comprehend, learn, and remember content (moderate evidence), and establishing an engaging and motivating context in which to teach reading comprehension (moderate evidence). The program aligns the recommendations by explicitly teaching comprehension strategies such as making predictions, answering text-dependent questions, summarizing, and identifying key details. Additionally, the program offers

		highly visual, interactive materials, consistent routines, and age-respectful themes designed to keep students interested and involved. The district will support and monitor implementation of this program by scheduling face-to-face professional learning and monitoring fidelity in n2y's Unique Learning System's suggested implementation plan, and consulting with n2y's Unique Learning System as needed.
English Language Learners		
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: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. This guide recommends providing time for differentiated reading instruction for all students based on assessments of students' current reading level (minimal evidence), providing 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), and providing instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (minimal evidence). <i>Phonics for Reading</i> systematically teaches decoding, phonemic awareness, word recognition, and fluency—three of the core foundational reading skills identified by the IES. The program's structured, sequential lessons build upon previously taught skills, ensuring that students develop a strong foundation in word reading before moving on to more complex tasks. Instruction is designed to be delivered in small-group settings. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Multisensory instruction includes strategies for integrating visual, auditory, and kinesthetic, tactile learning pathways that help students connect and remember their learning. The following Tier 2 program provides teachers with enhanced routines that include multisensory strategies: • Wonders: multisensory learning is embedded through the use of songs, chants, and hands-on activities to help students build foundational skills. • Hands-on phonemic awareness: A three-dimensional, Elkonin-style box is used to add a kinesthetic element to phonemic awareness and phonics lessons. This helps students segment words into individual sounds using chips and pockets.		

- **Letter and word building:** Small letter cards allow students to physically build words, reinforcing sound-spelling connections.
- **Reusable response boards:** Write-on/wipe-off response boards provide a hands-on, visual tool for phonemic awareness and phonics practice.
- **Visual cues for articulation:** The program utilizes lenticular images on laminated cards to demonstrate the correct mouth position for creating certain sound

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

- Collaborative Planning-grade level
- Administrative and coaches' walkthroughs
- Learning walks, data chats/data analysis

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: • 20 days in June 2026 – anticipated dates 6/2/26-6/29/26
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): • Wonders Core Curriculum and accompanying intervention materials • Phonics for Reading by Anita Archer and/or UFLI Foundations • FCRR Student Center Activities/Resources
Alternative Assessment Used: • STAR Reading Assessment • SAT 10
Additional Information (optional): • Students who score Level 1 on FAST ELA PM3 will be required to attend. If a student is promoted for good cause despite scoring Level 1 on PM3, he/she will be invited, but not required, to attend for remediation.

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

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

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment Edmentum Exact Path	☒ 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
Other District Assessment NWEA Map/Read 180	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ 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.

The Literacy Leadership Team meets in conjunction with the MTSS team to discuss data from the PM3 assessment. Data sources that are analyzed are F.A.S.T. Reading, Exact Path Reading, and NWEA Map (for students currently receiving Tier 3 interventions). Student F.A.S.T. Reading scores are compared to Exact Path and NWEA (when appropriate) to analyze for consistency across all assessments or abnormalities within an individual assessment. If scores were shown to be consistent following triangulation, students

who earned Level 1 on F.A.S.T. Reading were determined to need Tier 3 interventions for this school year. Students who earned Level 2 on F.A.S.T. will begin the year receiving Tier 2 interventions in their core content classrooms.

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

Lesson plans checks and feedback – Administrators and Instructional Coach
Classroom walkthroughs and feedback - Administrators and Instructional Coach
Data chats following each state progress monitoring - Administrators and Instructional Coach

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

Tier 2 interventions are monitored by the instructional coach and MTSS coordinator weekly during collaborative planning with ELA teachers. Further data analysis is completed following PM1 and PM2 assessments.
Data analysis of PM2 and PM3 F.A.S.T. data
Exact Path progress monitoring
Student grades

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

Tier 3 interventions are monitored by the instructional coach and MTSS coordinator biweekly during conferences with Intensive Intervention teachers' Further data analysis is completed following PM1 and PM2 assessment for NWEA Map and F.A.S.T. Reading progress monitoring.
Data analysis of PM2 and PM3 F.A.S.T. data
NWEA Map 3x per year
Code placement assessment for lowest level students, as indicated by NWEA MAP

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: 2024/2025 F.A.S.T. ELA Score is at Level 3, 4, 5 and/ or 6th Grade - Most recent Exact Path Reading Score is at or above 1110 (national percentile ranking is 40th percentile and above) 7th Grade - Most recent Exact Path Reading Score is at or above 1144 (national percentile ranking is 56th percentile and above) 8th Grade - Most recent Exact Path Reading Score is at or above 1159 (national percentile ranking is 47th percentile and above)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. F.A.S.T. PM3 indicating students on grade level- Level 3, 4, or 5	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Literacy Leadership Team - reviews student data and identifies areas of concern using the Four-Step Data Solving Process Weekly content-area PLCs Feedback and Coaching Conversations/Modeling Instructional Data Analysis and Data Chats	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw-Hill StudySync	2021/2022

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

F.A.S.T. PM2 data, Exact Path progress monitoring, Benchmark Assessments, along with course grades, - administered before holiday break to aid in 2nd semester scheduling. .

Students scoring Level 2 on PM2 for F.A.S.T. Reading, Below Grade Level for Exact Path Reading, and/or failing benchmark assessments and, who are not already receiving Tier 2 and/or Tier 3 interventions, will begin receiving Tier 2 interventions.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

2024/25 F.A.S.T. ELA score is at Level 2 or student scores a Level 1 for the previous year only and/or
6th Grade - Most recent Exact Path Reading Scale Score is between 995 and 1109 (national percentile ranking is 18th percentile through 39th percentile)

7th Grade - the most recent Exact Path Reading Scale Score is between 1030 and 1143 (national percentile ranking is 26th through 55th percentile)

8th Grade - most recent Exact Path Reading Score is between 1049 and 1158 (national percentile ranking is 23rd percentile through 46th percentile)

Number of times per week interventions are provided: 3-5 times per week

Number of minutes per intervention session: 50 10 minutes per session

Course(s) where interventions take place:

Critical Thinking

Research

ELA

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		Verbiage (as needed)
Exact Path Reading	Tier II - Moderate Evidence	
McGraw-Hill Study Sync		StudySync for Tier 2 interventions does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. Recommendation(s) are: 1. Build students' decoding skills so they can read complex multisyllabic words – Strong Evidence 2. Provide purposeful fluency-building activities to help students read effortlessly – Strong Evidence 3. Routinely use a set of comprehension-building practices to help students make sense of the text – Strong Evidence

		4. Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information – Moderate Evidence Recommendations were built into the program by Skill Lessons that can be used to target specific reading and writing deficits identified through assessments, Word Study and Fluency lessons aligned with the science of reading, and multiple proficiency supports including visual glossaries, sentence frames and guided notes. The district will support and monitor implementation of this program by weekly collaborative planning and frequent classroom walk-throughs including bi-monthly PLCS for professional learning.
Perfection Learning: Vocabu-lit		Vocabu-lit for Tier 2 interventions does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) are: 1. Provide explicit vocabulary instruction – Strong Evidence 2. Provide direct and explicit comprehension strategy instruction – Strong Evidence 3. Provide opportunities for extended discussion of text meaning and interpretation – Moderate Evidence Recommendations were built into the program by providing excerpts from various literature types (fiction, nonfiction, speeches) with bold vocabulary words that are explicitly taught through close reading and engaging in diverse exercises which reinforce word meanings, including synonyms, antonyms, sentence completion, shades of meaning, and analogies. Repeated exposure in different contexts allows for deep word learning. The district will support and monitor implementation of this program by weekly collaborative planning and frequent classroom walk-throughs including bi-monthly PLCS for 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, as applicable. Add additional rows as needed.		

Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Exact Path Reading	Tier II - Moderate Evidence	
McGraw-Hill Study Sync		StudySync for Tier 2 interventions does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. Recommendation(s) are: 1. Build students' decoding skills so they can read complex multisyllabic words – Strong Evidence 2. Provide purposeful fluency-building activities to help students read effortlessly – Strong Evidence 3. Routinely use a set of comprehension-building practices to help students make sense of the text – Strong Evidence 4. Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information – Moderate Evidence Recommendations were built into the program by Skill Lessons that can be used to target specific reading and writing deficits identified through assessments, Word Study and Fluency lessons aligned with the science of reading, built in scaffolds for different reading levels and multiple proficiency supports including visual glossaries, sentence frames and guided notes. The district will support and monitor implementation of this program by weekly collaborative planning and frequent classroom walk-throughs including bi-monthly PLCs for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
McGraw-Hill Study Sync		StudySync for Tier 2 interventions does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:

		Providing Reading Interventions for Students in Grades 4-9. Recommendation(s) are: 1. Build students' decoding skills so they can read complex multisyllabic words – Strong Evidence 2. Provide purposeful fluency-building activities to help students read effortlessly – Strong Evidence 3. Routinely use a set of comprehension-building practices to help students make sense of the text – Strong Evidence 4. Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information – Moderate Evidence Recommendations were built into the program by Skill Lessons that can be used to target specific reading and writing deficits identified through assessments, Word Study and Fluency lessons aligned with the science of reading, built in scaffolds for different reading levels and multiple proficiency supports including visual glossaries, sentence frames and guided notes. The district will support and monitor implementation of this program by weekly collaborative planning and frequent classroom walk-throughs including bi-monthly PLCs for professional learning.
Exact Path Reading	Moderate	
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Tier 3 interventions will be added for students who scores level 1 on the PM1 or PM2 FAST ELA. Those students will receive tier 1 instruction and tier 2 interventions when the FAST ELA shows a reading deficiency or who makes a level 1 on the FAST ELA PM assessments. Other indicators include not meeting grade level expectations of above 60% and benchmarks in core ELA instruction, on progress monitoring assessments, teacher observation or ELA classroom grades. A single data point will not be used to indicate that a student needs tier 3 interventions. 6th Grade-FAST ELA Level 1; FAST SS 161+; classroom grades in ELA 60% and below 7th Grade-FAST ELA Level 1; FAST SS 165+: classroom grades in ELA 60% and below 8th Grade-FAST ELA Level 1; FAST SS 169; classroom grades in ELA 60% and below		
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: 2024/25 F.A.S.T. ELA Score at Level 1 and/ or 6th Grade - Most recent Exact Path Reading Scale Score is 994 and below (national percentile ranking is 1st percentile through 17th percentile) 7th Grade - Most recent Exact Path Reading Scale Score is 1029 and below (national percentile ranking is 1st percentile through 25th percentile)		

8th Grade - Most recent Exact Path Reading Scale Score is 1048 and below (national percentile ranking is 1st percentile through 22nd percentile)		
Number of times per week interventions are provided: 3-5 times per week Number of minutes per intervention session: 50 minutes per session Course(s) where interventions take place: Intensive Reading		
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)
Read 180 – Teacher Led Small Group Lesson	Tier 1 – Strong Evidence	Tier 3 interventions are led by instructional personnel who are reading endorsed.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Review student data and identify areas of concern using the Four-Step Data Solving Process - Literacy Leadership Team Weekly content-area PLCs Monitor usage of Read180 Coaching Conversations/Modeling Lesson Plan checks and feedback Classroom Walkthroughs and feedback Instructional Data Analysis and Data Chats		

Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment: Edmentum Exact Path	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
my Perspectives	☒ 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
HMH READ 180 Reading Inventory	☒ 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.

The Literacy Leadership Team meets in conjunction with the MTSS team to discuss data from the PM3 assessment. Data sources that are analyzed are F.A.S.T. Reading, Exact Path Reading, and NWEA Map (for students currently receiving Tier 3 interventions). Student F.A.S.T. Reading scores are compared to Exact Path and NWEA (when appropriate) to analyze for consistency across all assessments or abnormalities within an individual assessment. If scores were shown to be consistent following triangulation, students who earned Level 1 on F.A.S.T. Reading were determined to need Tier 3 interventions for this school year. Students who earned Level 2 on F.A.S.T. will begin the year receiving Tier 2 interventions in their core content classrooms.

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

- Data discussions with teachers following each progress monitoring session Administrators and Instructional Coach
- Lesson plans checks and feedback – Administrators and Instructional Coach
- Classroom walkthroughs and feedback - Administrators and Instructional Coach

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

- Summative assessment data for the class
- Formative assessment data for the class
- Progress monitoring data from Exact Path
- Progress monitoring data from Write Score
- FAST progress monitoring data

School administration, district administration, and the literacy coach conduct monthly walkthroughs and observations, providing meaningful and timely feedback. School administrators, instructional coach, and teachers review tier 2 data usage reports for student gains in proficiency after each state progress monitoring. This is monitored by the instructional coach, school administration, guidance department and teachers.

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

- Class summative assessment data
 - Class formative assessment data
 - Exact Path progress monitoring
 - Write Score progress monitoring
 - FAST progress monitoring data
 - READ 180 Lexile growth as measured by the NWEA MAP Growth Assessment. Based on this assessment's results, students will be placed in READ 180 Comprehension or READ 180 Core. The READ 180 Core program is designed for our lowest achieving students.
- School administration, district administration, and the literacy coach conduct monthly walkthroughs and observations, providing meaningful and timely feedback. School administrators, instructional coach, and teachers review tier 3 data usage reports for student gains in proficiency at least one time per month. This is monitored by the instructional coach, school administration, guidance department and teachers.

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 Scale Scores 9th Grade • Level 5: 267-303 • Level 4: 254-266 • Level 3: 242-253 ELA classroom grades of 70% or higher 10th Grade • Level 5: 271-308 • Level 4: 258-270 • Level 3: 247-257	

ELA classroom grades of 70% or higher 11th Grade FAST ELA from grade 10 • Level 5: 271-308 • Level 4: 258-270 • Level 3: 247-257 ELA classroom grades of 70% or higher 12th Grade FAST ELA from grade 10 • Level 5: 271-308 • Level 4: 258-270 • Level 3: 247-257 ELA classroom grades of 70% or higher Graduation requirements met					
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • 9th Grade: 242 or higher on FAST PM 3 progress monitoring data. • 10th Grade: 247 or higher on FAST PM 3 progress monitoring data. • 11th Grade: • 12th Grade • Students who score a level 3-5 on FAST PM 3, a 247 or higher on FAST ELA PM3, ELA classroom assessment grades of 70% or higher.					
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? Progress monitoring will be conducted three times annually using FAST and Exact Path, and twice a year with Write Score. Administration and instructional coaches will engage with teachers to review the following: • Lesson plans • Classroom walkthroughs • Data discussions with teachers following each progress monitoring session Identifying Procedures: • The Literacy Leadership Team will analyze data to pinpoint areas of concern. • The instructional coach will provide ongoing feedback, discussions, and modeling. • Monthly Professional Learning Communities (PLCs) will focus on further training in the B.E.S.T. Standards, core curriculum, gradual release techniques, and enhancing lesson rigor.					
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed. <table border="1"> <thead> <tr> <th>Name of Program</th> <th>Year of Program Adoption</th> </tr> </thead> <tbody> <tr> <td>Savvas My Perspectives</td> <td>2021</td> </tr> </tbody> </table>		Name of Program	Year of Program Adoption	Savvas My Perspectives	2021
Name of Program	Year of Program Adoption				
Savvas My Perspectives	2021				
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students who do not make a 70% or higher in ELA assessments Scoring Level 1 or Level 2 on FAST Progress Monitoring Assessments					
Tier 1 Instruction + Tier 2 Interventions					
Beginning of Year Data					
Students who meet the following criteria at the beginning of the school year: Students who fall below Grade level on FAST progress monitoring 3 from the prior year: • 9th grade: Level 1 or 2 on FAST ELA PM 3; classroom grades in ELA between 61-69% • 10th grade: Level 1 or 2 on FAST ELA PM 3; classroom grades in ELA between 61-69% • 11th grade: Level 1 or 2 on FAST ELA PM 3; classroom grades in ELA between 61-69% • 12th grade: Level 1 or 2 on FAST ELA PM 3, classroom grades in ELA between 61-69%					

Number of times per week interventions are provided: 2-3 Times per week. Number of minutes per intervention session: 15-20 minutes per session Course(s) where interventions take place: ELA		
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		Verbiage (as needed)
Vocabu-lit		Vocabu-lit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation #1 is to "Provide explicit vocabulary instruction" which is considered Strong Evidence. This recommendation is built into the program by allowing students to unlock word meaning through context clues and develop mastery using multiple research-based vocabulary strategies such as words in context, close reading, dictionary skills, multiple exposures, and short writing exercises to ensure students can use the vocabulary terms in their writing and speaking. The district will support and monitor implementation for this program by modeling by instructional coach and classroom observations with feedback by administrators/instructional coach
Connections		Connections does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) Provide explicit vocabulary instruction, provide direct and explicit comprehension strategy instruction, provide opportunities for extended discussion and text meaning and interpretation, and increase student motivation and engagement in literacy learning; Evidence level for all of these is 3. These recommendations were built into the program by including materials with Close Reading guides which allow students to practice the skills listed above, embedded vocabulary instruction and discussion opportunities built in. It is a research-based program designed to close

		the language comprehension gap through scaffolded learning tasks and complex texts. Connections reading program focuses on building strong reading comprehension skills by encouraging students to connect the text they are reading to their own experiences, other texts, and the world around them. This approach helps students engage more deeply with the material and develop a more profound understanding of what they read. The district will support and monitor implementation of this program by monitoring data from FAST, Exact Path, Write Score, and class data. Teachers will have professional learning opportunities during PLCs provided by the instructional coach.
Exact Path Reading	Moderate	
Study Island		Study Island does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) 1) Provide explicit vocabulary instructions. Evidence Level 3 2) Provide direct and explicit comprehension of strategy instruction. Evidence Level 3. 3) Provide opportunities for extended discussion of text meaning and interpretation. Evidence Level 3. 4) Increase student motivation and engagement in literacy learning. Evidence Level 3 5) Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Evidence of level 3. These recommendations were built into the program. This is a supplement program that allows teachers to pull lessons gear to student need based on B.E.S.T. ELA Standards. Study Island is a program designed to help K-12 students master content aligned with state standards through practice, immediate feedback, and data-driven insights. The district will support and monitor implementation of this program by reviewing data from progress monitoring 3x's per year and student data from the program, including teachers will receive professional learning at the beginning of the school year and then during the academic year as needed.

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Vocabu-lit		Vocabu-lit for Tier 2 interventions does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) are: 1. Provide explicit vocabulary instruction – Strong Evidence 2. Provide direct and explicit comprehension strategy instruction – Strong Evidence 3. Provide opportunities for extended discussion of text meaning and interpretation – Moderate Evidence Recommendations were built into the program by providing excerpts from various literature types (fiction, nonfiction, speeches) with bold vocabulary words that are explicitly taught through close reading and engaging in diverse exercises which reinforce word meanings, including synonyms, antonyms, sentence completion, shades of meaning, and analogies. Repeated exposure in different contexts allows for deep word learning. The district will support and monitor implementation of this program by weekly collaborative planning and frequent classroom walk-throughs including bi-monthly PLCS for professional learning.
Connections		Connections does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) Provide explicit vocabulary instruction, provide direct and explicit comprehension strategy instruction, provide opportunities for extended discussion and text meaning and interpretation, and increase student motivation and engagement in literacy learning; Evidence level for all of these is 3. These recommendations were built into the program by including materials with Close

		Reading guides which allow students to practice the skills listed above, embedded vocabulary instruction and discussion opportunities built in. It is a research-based program designed to close the language comprehension gap through scaffolded learning tasks and complex texts. Connections reading program focuses on building strong reading comprehension skills by encouraging students to connect the text they are reading to their own experiences, other texts, and the world around them. This approach helps students engage more deeply with the material and develop a more profound understanding of what they read. The district will support and monitor implementation of this program by monitoring data from FAST, Exact Path, Write Score, and class data. Teachers will have professional learning opportunities during PLCs provided by the instructional coach.
Exact Path Reading	Moderate	
Study Island		Study Island does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) 1) Provide explicit vocabulary instruction. Evidence Level 3 2) Provide direct and explicit comprehension strategy instruction. Evidence Level 3. 3) Provide opportunities for extended discussion of text meaning and interpretation. Evidence Level 3. 4) Increase student motivation and engagement in literacy learning. Evidence Level 3 5) Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Evidence of level 3. These recommendations were built into the program. This is a supplement program that allows teachers to pull lessons gear to student need based on B.E.S.T. ELA Standards. Study Island is a program designed to help K-12 students master content aligned with state standards through practice, immediate feedback, and data-driven insights. The district will support and monitor implementation of this program by reviewing data from progress monitoring 3x's per year and student data from the program, including teachers will receive professional learning at the beginning of the

		school year and then during the academic year as needed.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Vocabu-lit		Vocabu-lit for Tier 2 interventions does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) are: 2. Provide explicit vocabulary instruction – Strong Evidence Provide direct and explicit comprehension strategy instruction – Strong Evidence 4. Provide opportunities for extended discussion of text meaning and interpretation – Moderate Evidence Recommendations were built into the program by providing excerpts from various literature types (fiction, nonfiction, speeches) with bold vocabulary words that are explicitly taught through close reading and engaging in diverse exercises which reinforce word meanings, including synonyms, antonyms, sentence completion, shades of meaning, and analogies. Repeated exposure in different contexts allows for deep word learning. The district will support and monitor implementation of this program by weekly collaborative planning and frequent classroom walk-throughs including bi-monthly PLCs for professional learning.
Connections		Connections does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) Provide explicit vocabulary instruction, provide direct and explicit comprehension strategy instruction, provide opportunities for extended discussion and text meaning and interpretation, and increase student motivation and engagement in literacy learning; Evidence level for all of these is 3. These recommendations were built into the program by including materials with Close Reading guides which allow students to practice the skills listed above, embedded vocabulary

		instruction and discussion opportunities built in. It is a research-based program designed to close the language comprehension gap through scaffolded learning tasks and complex texts. Connections reading program focuses on building strong reading comprehension skills by encouraging students to connect the text they are reading to their own experiences, other texts, and the world around them. This approach helps students engage more deeply with the material and develop a more profound understanding of what they read. The district will support and monitor implementation of this program by monitoring data from FAST, Exact Path, Write Score, and class data. Teachers will have professional learning opportunities during PLCs provided by the instructional coach.
Exact Path Reading	Moderate	
Study Island		Study Island does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) 1) Provide explicit vocabulary instruction. Evidence Level 3 2) Provide direct and explicit comprehension strategy instruction. Evidence Level 3. 3) Provide opportunities for extended discussion of text meaning and interpretation. Evidence Level 3. 4) Increase student motivation and engagement in literacy learning. Evidence Level 3 5) Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Evidence of level 3. These recommendations were built into the program. This is a supplement program that allows teachers to pull lessons gear to student need based on B.E.S.T. ELA Standards. Study Island is a program designed to help K-12 students master content aligned with state standards through practice, immediate feedback, and data-driven insights. The district will support and monitor implementation of this program by reviewing data from progress monitoring 3x's per year and student data from the program, including teachers will receive professional learning at the beginning of the school year and then during the academic year as needed.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Tier 3 interventions will be added for students who score level 1 on their PM1, PM2 or PM 3 ELA FAST assessment. Other indicators include not meeting grade level expectations scoring 60% or below on classroom ELA assessments and benchmarks in core ELA instruction, on progress monitoring assessments, teacher observation or FAST ELA Progress monitoring. A single data point will not be used.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students who score a level 1 on FAST 9th grade: Level 1 or 2 on FAST ELA PM 3; classroom grades in ELA between 61-69% 10th grade: Level 1 or 2 on FAST ELA PM 3; classroom grades in ELA between 61-69% 11th grade: Level 1 or 2 on FAST ELA PM 3; classroom grades in ELA between 61-69% 12th grade: Level 1 or 2 on FAST ELA PM 3, classroom grades in ELA between 61-69%		
Number of times per week interventions are provided: 3-5 days per week. Number of minutes per intervention session: 50 minutes per session. Course(s) where interventions take place: ELA Intensive Reading Class		
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)
READ 180 teacher led small group lessons	Strong	Tier 3 interventions are led by instructional personnel who are reading endorsed.
Connections		Connections does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) Provide explicit vocabulary instruction, provide direct and explicit comprehension strategy instruction, provide opportunities for extended discussion and text meaning and interpretation, and increase student motivation and engagement in literacy learning; Evidence level for all of these is 3. These recommendations were built into the program by including materials with Close Reading guides which allow students to practice the skills listed above, embedded vocabulary instruction and discussion opportunities built in. It is a research-based program designed to close the language comprehension gap through

		scaffolded learning tasks and complex texts. Connections reading program focuses on building strong reading comprehension skills by encouraging students to connect the text they are reading to their own experiences, other texts, and the world around them. This approach helps students engage more deeply with the material and develop a more profound understanding of what they read. The district will support and monitor implementation of this program by monitoring data from FAST, Exact Path, Write Score, and class data. Teachers will have professional learning opportunities during PLCs provided by the instructional coach.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		Verbiage (as needed)
READ 180 teacher led small group lessons	Strong	Tier 3 interventions are led by instructional personnel who are reading endorsed.
Connections		Connections: does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) Provide explicit vocabulary instruction, provide direct and explicit comprehension strategy instruction, provide opportunities for extended discussion and text meaning and interpretation, and increase student motivation and engagement in literacy learning; Evidence level for all of these is 3. These recommendations were built into the program by including materials with Close Reading guides which allow students to practice the skills listed above, embedded vocabulary instruction and discussion opportunities built in. It is a research-based program designed to close the language comprehension gap through scaffolded learning tasks and complex texts. Connections reading program focuses on building strong reading comprehension skills by encouraging students to connect the text they are reading to their own experiences, other texts, and the world around them. This approach helps students engage more deeply with the material and develop a more profound understanding of what they read. The district

		will support and monitor implementation of this program by monitoring data from FAST, Exact Path, Write Score, and class data. Teachers will have professional learning opportunities during PLCs provided by the instructional coach.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? • Review of student FAST ELA PM data, classroom ELA assessments to identify areas of concern • Literacy leadership monthly meetings • Content area PLC's • Monitor usage of Read 180 • Instructional coach meetings with ELA teachers • Lesson plan checks and feedback • Classroom walk throughs and feedback Tier 3 student progress monitoring data from FAST is analyzed to determine the effectiveness of the tier 3 intervention plan. School Administration, instructional coach and teachers review the data to see if the scores have increased from a level 1 to a level 2 or higher. If not, the interventions are adjusted to teach specific skills that need to be mastered for students to make learning gains.		

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

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

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

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

Name of Professional Learning	Target Audience	Description
UF Lastinger Center Literacy Matrixes	Teachers who are not reading endorsed	Provides educators an online pathway to earn the Reading Endorsements. Educators are given the opportunity to apply research-based strategies for each competency with customized learning pathways to fulfill individual needs. Courses are asynchronous and facilitated by a navigator with expertise in reading instruction.
Florida Center for Reading Research Reading Foundations and Evidence-Based Instructional Practices Pathway	Teachers who are not reading endorsed	This pathway requires participants to complete all five reading endorsement competencies, delivered by a certified Literacy Cadre Trainer through in-person trainings and/or synchronous virtual meetings.
Science of Reading	All ELA teachers	All areas of reading include instructional strategies that are multisensory and taught in an explicit and systematic way
School site specific PLC based on the needs of the teachers and trends in data.	Identification of teachers and others who want to attend	These serve as opportunities for new and growing teachers to strengthen instructional strategies, learn literacy techniques, and deepen content knowledge. Principals ensure time is provided for teachers to meet weekly for professional learning at their schools through PLCs
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction. Professional learning opportunities are shared with instructional personnel, certified PK teachers, and support staff through online learning opportunities, as well as in person trainings. Online opportunities include UF Lastinger Center reading endorsement cohorts, emergent micro credentials, elementary micro credentials, and secondary micro credentials, FCRR reading endorsement opportunities, and PAEC courses in ePDC.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. The Director of Instruction collaborates with school administration to select professional learning based on the schools' needs and collaborates with principals to ensure professional learning is job-embedded and supported with necessary resources. Many professional learning sessions occur each year, based on the needs of schools, teachers, and trends in data.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Mentor teachers are identified based on having a valid professional teaching certificate, years of service, demonstration of effective teaching practices, effective or highly effective VAM rating. Mentor teachers are also identified through learning walks conducted in classrooms and based on student data. Teachers who have effective classroom management, implement the reading curriculum, and teach the BEST standards		

with fidelity are nominated to be a model classroom. The mentor teachers will demonstrate ELA instruction, classroom management, small group teaching, and differentiated instruction.

Professional Learning Time

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

Teachers are provided with one planning time per week to meet as a grade level for collaboration, in addition, professional learning is normally done after contract hours and based on the needs of the school and/or teachers and/or trends in data.

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
After school tutoring	K-5 students with a reading deficiency or score in the bottom quartile on PM data	After school 2 days per week from October – December and January – May. 2-hour small group interventions
After school tutoring	6-12 students who score in the bottom quartile on PM data or are failing a course	After school 2 days per week from October – December and January – May. 2-hour small group interventions

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

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

As soon as a student is identified with a substantial deficiency in reading, a letter is sent to the parents/guardians. Students identified with a substantial deficiency in reading receive interventions that include a school-to-home component that embeds frequent contact with families. The Read-At-Home plan includes information regarding the developmental reading process and suggestions for family members to promote literacy activities at home. Additionally, the read-at-home plan includes information and resources connected to the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. If a student in grades K-2 scores below the 10th percentile or is unable to complete the practice items, they are identified as having a substantial reading deficiency. Students in grade 3 that score below the 20th percentile on PM 1 or PM2 and/or score a level 1 on PM3, identified as having a substantial reading deficiency.

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).

Taylor County School District provides digital library access for students and families to use at home. After the first progress monitoring data is analyzed, school-based instructional coaches and administrators will identify the students with a substantial reading deficiency. The district has a Read at Home Plan that is shared with families, and it is also available on the school district's website.

Currently, K-5 students all have access to online digital books, and those in grades 6-12 have access to the Three Rivers Digital Lending Library.

Any VPK student not yet meeting age-appropriate standards according to FAST Star Early Literacy or any K-5th grade student not yet reading on grade level will be enrolled in the New World's Reading Initiative. A representative from New World's Reading will be on site to help with enrollment at the open house and Family and Parent Engagement Events.

Currently, K-5 students all have access to online digital books, and those in grades 6-12 have access to the Three Rivers Digital Lending Library.

Any VPK student not yet meeting age-appropriate standards according to FAST Star Early Literacy or any K-5th grade student not yet reading on grade level will be enrolled in the New World's Reading Initiative. A representative from New World's Reading will be on site to assist with enrollment at open house as well as Family and Parent Engagement Events.

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

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

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

JR	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.
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Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): Jill Rudd	
Signature:	Date:

9) Highly Effective Teachers

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

Taylor County Schools supports effective instruction and student learning growth in kindergarten through grade level 2 by providing highly effective teachers in these classrooms. All teachers who teach ELA, within these grade levels are required to earn their reading endorsement and/or reading certification. With support from highly effective instructional coaches, teachers within these grade levels utilize instructional strategies that foster student achievement and growth. Ongoing feedback and grade level collaboration with school administration and the instructional coach provide teachers within these grade levels opportunities to build a deeper understanding of effective instruction and tailor classroom instruction accordingly.
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B) Assurances (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
JR	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.
JR	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
JR	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under <u>s. 1012.34, F.S.</u> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
JR	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
JR	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
JR	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.
JR	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
JR	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
JR	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):

Jill Rudd

Signature:

Jill Rudd

Date:

9/23/2025