

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	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	Heather Wright	heather.wright@taylor.k12.fl.us	850-838-2506
3-5 Instructional Coach	Brittany Poore	brittany.poore@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	mailto: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 deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	128,412.97	2
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	34,711.87	
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	132,043.55	2
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	26,356.20	
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.		
Pre-K teacher aides	379,094.11	
Estimated Sum of Expenditures	\$700,618.70	

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	0%	Maintain 0% for the 26/27 school year of students scoring 10% or below.	99%	Increase by 1% growth for the 26/27 school year of students scoring in the 40 th percentile of above.

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

The district will use VPK FAST and classroom assessment data to identify student needs, guide differentiated instruction and implement targeted small-group literacy interventions. Progress will be monitored regularly, with instructional adjustments supported through professional development, coaching, and family engagement to ensure all students make measurable gains in early literacy skills.

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	16%	11%	55%	60%
1	35%	30%	51%	56%
2	25%	20%	42%	47%
3	19%	16%	55%	60%
4	22%	17%	55%	60%
5	21%	16%	47%	52%
6	16%	12%	52%	57%
7	20%	15%	49%	54%
8	17%	12%	55%	59%
9	24%	19%	45%	50%
10	27%	22%	46%	51%

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, are 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	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

	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.	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 the 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-Course (EOC) testing, FAST retakes, and FAST progress monitoring. Data review will occur quarterly.	Standards-based assessments, Exact Path, Write Score End-of-Course (EOC) testing, FAST retakes, and FAST progress monitoring. Data review will occur quarterly.
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	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.

	support provided by instructional coaches, and whether adjustments to a student's learning path are required.	
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2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Student performance data and instructional effectiveness will be reviewed monthly, with data analysis included as an agenda item in at least one Professional Learning Community (PLC) meeting each month. Teachers will use these data to identify learning gaps, implement targeted instructional responses, and monitor student progress in a timely manner. Ongoing professional development will also be evaluated regularly to determine program effectiveness, discontinue or revise the less effective support, and strengthen practices that contribute to measurable student growth among 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 district reading plan will be monitored through a coordinated system of classroom observations, lesson plan reviews, instructional coaching, and district-level oversight. Principals and assistant principals will conduct monthly classroom walk-throughs using the Marzano model and the iObservation tool, and observations will be documented through the district's online walk-through platform. Teachers will submit lesson plans weekly for review by the assistant principal to ensure alignment with instructional expectations and fidelity to reading plan implementation.

Instructional coaches will meet regularly with principals to discuss reading instruction, instructional strategies, and support needed to improve classroom practice. School leadership teams will review teacher concerns, including support needs for Tier 2 and Tier 3 teachers, and instructional coaches will provide targeted MTSS support based on identified needs and classroom data.

The Director of Personnel, Kiki Bell, and the Director of Instruction, Jill Rudd, will work collaboratively to monitor reading plan implementation and instructional delivery. Quarterly site visits will be conducted at each school to allow district and school leadership to review school-level data, intervention outcome data, and implementation of progress. Progress will be systematically monitored to identify trends, address implementation concerns, and support measurable improvement in reading instruction across the district.

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 Instructional Coach will conduct ongoing reviews of progress monitoring data and gradebook data to evaluate student performance and instructional effectiveness. This data will be analyzed with the Principal to identify trends, determine areas of need, and guide instructional decision-making.

Following the data review, the principal will collaborate with the literacy team to determine any instructional adjustments or support that are needed. Relevant data and next steps will then be shared with teaching staff during collaborative planning sessions to ensure alignment and timely implementation.

Lesson plans will be reviewed weekly by administration and/or the instructional coach to monitor alignment with instructional expectations, support effective implementation, and ensure that instruction is responsive to student needs.

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

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

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

☒ Yes

☐ No

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

n/a

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

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 to support consistent implementation of instructional priorities across the district. These meetings provide a structured forum for reviewing data, discussing tiered support for teachers, developing intervention plans, planning professional learning, and refining data chat protocols. Through this collaborative process, instructional supports and action plans are developed to address identified needs and strengthen instructional practices.

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 through monthly coaching meetings focused on effective goal setting, action plan development, and the delivery of professional learning. These meetings provide a structured opportunity to review procedures, align expectations, and strengthen coaching practices across schools.

In addition to monthly meetings, classroom walk-throughs are conducted to identify areas of need for individual teachers and grade-level teams. Data collected through coaching meetings and classroom observations are used to develop targeted action plans that address identified instructional needs. Instructional coaches then facilitate the implementation of these action plans by working collaboratively with grade-level teams and individual teachers to support effective instructional practices and continuous improvement.

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 evaluates the effectiveness of literacy coaching by reviewing multiple indicators of teacher growth and instructional impact. These indicators include teacher data, supports provided by literacy coaches, teacher retention, participation in professional learning, and instructional coach data related to teacher development.

Student performance on state assessments is also monitored to determine the impact of literacy coaching on student outcomes. In addition, feedback from teachers and administrators is collected to provide qualitative insight into the effectiveness of coaching support and professional learning opportunities.

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 demonstrate strong foundational skills and mastery of grade-level standards, resulting in improved academic performance across content areas.

Strategies to Improve Standards-Based Instruction:

- Instructional coaches will collaborate with teachers to align instruction to grade-level standards and provide targeted instructional support and feedback.
- Administrators will conduct observations focused on standards-based planning, standards-based instruction, and conditions for learning, and will provide actionable feedback to teachers.
- Principals will maintain the required number and frequency of classroom observations through coordinated scheduling with assistant principals.
- The leadership team will conduct district walk-throughs to monitor implementation of district instructional expectations and identify areas for support.

Progress Monitoring and Management Measures:

- Percentage of Tier 1, Tier 2, and Tier 3 teachers observed, supported through co-teaching, and provided feedback by instructional coaches.
- Percentage of Tier 1, Tier 2, and Tier 3 teachers observed and provided feedback by administrators.

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

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 using the FAST STAR Early Literacy assessment for Pre-K students. Assessments will be administered in August, January, and May to monitor student progress and identify emerging instructional needs.

Following each progress monitoring period, the preschool coordinator will conduct data chats with the VPK team and individual VPK lead teachers to review student performance data. These discussions will focus on student trends, classroom-level data, and identified areas of concern. The information gathered through this process will guide the preschool coordinator in determining instructional needs and supporting targeted instructional planning.

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 groups 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, Monitor	☒ 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?
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 HMH Into Reading 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
Other District Assessment: DIBELS	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually

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

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

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

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

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or

- o Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

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 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 continues core instruction and provides Tier 1 and Tier 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 continues core instruction and provides 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. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

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. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List 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 from 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. For grades K-5, 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 meeting with modeling from coach
- Grade level data, weekly assessments, STAR and FAST progress monitoring.
- Literacy Leadership Team
- STAR and FAST Progress Monitoring grade level and school level data
- Content and domain data analysis
- Walk throughs by administration and instructional coach with feedback

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

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

Tier 3 interventions 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 of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: All students will receive Tier 1 instruction. Students who score at or above the 35th percentile on PM3 FAST ELA in the previous school year (STAR Early Literacy and/or STAR Reading for K-2) will receive only Tier 1 instruction. In addition to prior year PM3 data, current year progress monitoring data, formative assessments, and teacher observation data will be utilized to ensure appropriate instructional decisions are made for each student. When classroom data indicates inadequate progress toward benchmark mastery (e.g., below the 50th percentile in Oral Reading Fluency, less than 70% on classroom assessments) teachers will make instructional adjustments including the addition of Tier 2 and Tier 3 instruction.	
List performance criteria that indicate Tier 1 instruction 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. According to FAST data, 51% of the students in grades 3-5 in Taylor County scored a Level 3 or higher on the PM3 assessment, meaning Tier 1 sufficiency is not currently being met in those grades. In addition, 50% of the students in grades K-2 are proficient as evidenced by scoring a Level 3 or higher on the STAR Assessment, meaning Tier 1 sufficiency is not currently being met in those grades. Current data indicates Tier I instruction needs to be strengthened. In response, the district will facilitate curriculum review, implementation of new instructional strategies, and provide targeted professional learning to improve Tier 1 instruction.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill Wonders (K-2 at Taylor County Primary School)	2026
HMH Into Reading (K-5 at Steinhatchee School, 3-5 at Taylor County Elementary School)	2026
UFLI Foundations (K-2) supplemental	2025
TopScore Writing (3-5) supplemental	2024
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students scoring in the 11th-34th percentile on PM3 FAST ELA in the previous school year (STAR Early Literacy and/or STAR Reading for K-2) will receive Tier 2 instruction in addition to Tier 1 instruction. Data will be triangulated using classroom assessments, oral reading fluency, UFLI progress monitoring, DIBELS (K-2), and Core Phonics Survey (3-5).	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: Students scoring in the 11th-34th percentile on PM3 FAST ELA in the previous school year (STAR Early Literacy and/or STAR Reading for K-2) will receive Tier 2 instruction in addition to Tier 1 instruction. Current year progress monitoring data, formative assessments, and teacher observation data will be used in conjunction with the previous year's PM3 data to ensure appropriate instructional decisions are made for each student. When classroom data indicates inadequate progress toward benchmark mastery (e.g., below the 50th percentile in Oral Reading Fluency, less than 70% on classroom assessments) teachers will make instructional adjustments including the addition of Tier 3 instruction.	
Number of times per week interventions are provided: 2-4 days Number of minutes per intervention session: 15-30 minutes 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)
Exact Path	Moderate	
i-Ready Teacher Toolbox		i-Ready Teacher Toolbox is used for small group interventions in grades 3-5. i-Ready Teacher Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: The foundational research validating the <i>i-Ready</i> diagnostic and instructional ecosystem has been independently reviewed and approved by the What Works Clearinghouse (WWC). Large-scale, third-party quasi-experimental design (QED) studies evaluating <i>i-Ready</i> have met the rigorous WWC Group Design Standards with Reservations. These verified evaluations across multiple diverse student cohorts confirm that students utilizing <i>i-Ready</i> components as part of their multi-tiered intervention strategy achieve statistically significant, positive academic growth on standardized state assessments in reading compared to carefully matched control groups. These recommendations were built into the program through grouping students with similar skill gaps, allowing teachers to instantly assign targeted toolbox resources to specific small groups. Every lesson and resource housed within the Teacher Toolbox is built upon a highly structured pedagogical design aimed at reducing student cognitive load and eliminating misconceptions. The Toolbox is systematically organized by grade-level standards and specific conceptual domains, allowing educators to access material below, at, or above a student's current chronological grade level. The district will support and monitor 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, including training through Curriculum Associates Professional Learning Specialists for professional learning.
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.
McGraw Hill Corrective Reading (3-5)	Promising	Corrective 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). Corrective Reading 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)		The program is on the state approved K-3 intervention list. UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) supports 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 (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). Phonics for Reading 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 Tier 2 and Tier 3 Resources (K-2)		McGraw Hill Wonders small group intervention component does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. This guide recommends teaching students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence). Wonders Tier 2 and Tier 3 resources do this by helping teachers build students’ world and word knowledge so they can make sense of the text, consistently providing students with opportunities to ask and answer questions to better understand the texts they read, teaching students a routine for determining the gist of a short section of text, and teaching students to monitor their comprehension as they read while 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.
Reading Eggs (K)		Reading Eggs does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade supports the program. This guide recommends: teaching students to decode words, analyze word parts, and write and recognize words (strong evidence), teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence). Reading Eggs does this by providing systematic phonics instruction, opportunities to practice decoding and encoding, instruction in word patterns and syllables, and spelling activities that connect reading and writing. These features support the development of foundational word-reading skills that contribute to reading comprehension. 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.
Vocabu-lit (3-5)		Vocabu-lit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) supports 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. This guide recommends building students’ decoding skills so they can read complex multisyllabic words (strong 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 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) supports 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. This guide recommends building students' decoding skills so they can read complex multisyllabic words (strong 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 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.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies 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 programs provide teachers with enhanced routines that include multi-sensory strategies: • Core Programs (Wonders, Into Reading, and UFLI): 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 sounds.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students scoring at or below the 10th percentile on PM3 FAST ELA in the previous school year (STAR Early Literacy and/or STAR Reading for K-2) will receive Tier 3 instruction in addition to Tier 1 and Tier 2 instruction. Data will be triangulated using classroom assessments, oral reading fluency, UFLI progress monitoring, DIBELS (K-2), and Core Phonics Survey (3-5).		
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 scoring at or below the 10th percentile on PM3 FAST ELA in the previous school year (STAR Early Literacy and/or STAR Reading for K-2) will receive Tier 3 instruction in addition to Tier 1 and Tier 2 instruction. Current year progress monitoring data, formative assessments, and teacher observation data will be used in conjunction with the previous year's PM3 data to ensure appropriate instructional decisions are made for each student. When classroom data indicates inadequate progress toward benchmark mastery (e.g., below the 50th percentile in Oral Reading Fluency, less than 70% on classroom assessments) teachers will make instructional adjustments.		
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)		See description under Tier 2 Supplemental Programs/Interventions.
McGraw Hill Corrective Reading (3-5)	Promising	See description under Tier 2 Supplemental Programs/Interventions.
UFLI Foundations (K-5)		The program is on the state approved K-3 intervention list. See description under Tier 2 Supplemental Programs/Interventions.
Phonics for Reading		See description under Tier 2 Supplemental Programs/Interventions.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Teach Town		See description under Tier 2 Supplemental Programs/Interventions for students with disabilities.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies 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 programs provide teachers with enhanced routines that include multi-sensory strategies: • Core Programs (Wonders, Into Reading, and UFLI): multisensory learning is embedded using 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 sounds.		

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: 18 days in June 2027 – anticipated dates 6/1/2027-6/30/2027 Monday-Thursday 7:45 a.m. - 1:35 p.m. (305 minutes, or ~5 hours per day 1,220 minutes, or ~20 hours per week) <i>*Instructional minutes listed above exclude a 30-minute lunch period and 15-minute recess period.</i>
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): • Wonders Core and Tier 2 Curriculum Resources • Phonics for Reading and/or UFLI Foundations • FCRR Student Center Activities/Resources
Alternative Assessment Used: • STAR Reading • 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	☒ Vocabulary	☒ Screening	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
	☒ Grade 7 ☒ Grade 8	☒ Comprehension	☒ Progress Monitoring ☒ Summative	

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/Read180	☒ 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
Other District Assessment Savvas - My Perspectives	☒ 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
Edmentum Study Island Benchmark Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
		☒ Comprehension		☐ 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 student 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. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

Weekly collaborative planning sessions with the instructional coach will support teachers in aligning instruction, reviewing student needs, and strengthening implementation of the district reading plan. Administrators and the instructional coach will also conduct regular lesson plan checks and provide feedback to ensure instructional planning reflects grade-level expectations and appropriate supports for students. Administrators and the instructional coach will conduct classroom walk-throughs and provide feedback to monitor instructional practices, identify areas of need, and support continuous improvement in reading instruction. Benchmark assessments will be administered twice each quarter to monitor student progress and determine the effectiveness of instructional support and interventions. Following each progress monitoring assessment, administrators and the instructional coach will facilitate data chats to review student performance, identify trends, and determine next steps for instruction and intervention.

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

Tier 2 interventions are monitored weekly by the instructional coach and MTSS coordinator during collaborative planning with ELA teachers. These meetings provide a structured opportunity to review student progress, discuss instructional needs, and adjust supports based on available data. Additional data analysis is conducted following PM1, PM2, and PM3 F.A.S.T. assessment windows to determine student response to intervention and identify students who may need continued or intensified support. For students who do not have F.A.S.T. data, Exact Path progress monitoring is used as an additional measure to assess student performance. Student grades are also reviewed to provide a broader understanding of academic progress and instructional needs.

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

Tier 3 interventions are monitored weekly by the instructional coach and MTSS coordinator during collaborative planning with ELA teachers. Additional data analysis is completed following the PM1, PM2, and PM3 F.A.S.T. assessment windows.

NWEA MAP assessments are administered three times per year to provide additional progress monitoring data.

The Code placement assessment is used for students demonstrating the greatest need, as indicated by NWEA MAP results.

The Literacy Leadership Team reviews student data and identifies areas of concern using the Four-Step Data Solving Process.

Weekly content-area PLCs support ongoing review of instructional needs and student progress.

Read 180 usage is monitored to support fidelity of implementation.

Coaching conversations and instructional modeling are provided to strengthen classroom practice.

Lesson plans are reviewed, and feedback is provided to support instructional alignment.

Classroom walk-throughs are conducted, and feedback is provided to guide continuous improvement.

Instructional data analysis and data chats are used to monitor progress and determine next steps for intervention support.

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: 2025/2026 F.A.S.T. ELA Score is at Level, 3, 4, or 5 <u>or</u> 6 th Grade – Most recent Exact Path Reading national percentile ranking is at or above the 40 th percentile 7 th Grade - Most recent Exact Path Reading national percentile ranking is at or above the 43 rd percentile 8 th Grade - Most recent Exact Path Reading national percentile ranking is at or above the 45 th percentile	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Core Instruction is considered effective if at least 80% of students score 70% or above on benchmark summative assessments and/or Savvas curriculum assessments. If fewer than 80% meet this target, adjustments to core instruction are planned during collaborative planning and PLCs.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas myPerspectives	2026/2027
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students who score below 70% on Savvas assessments and/or Study Island Benchmark assessments receive Tier 2 interventions in the classroom. Assessments are administered monthly covering previously taught standards. F.A.S.T. PM2 data - administered before holiday break to aid in 2nd semester scheduling Students scoring Level 2 on PM2, 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: 2025/2026 F.A.S.T. ELA score is at Level 2 <u>or</u> 6 th Grade - Most recent Exact Path Reading national percentile ranking is between 20 th and 39 th percentile 7 th Grade - Most recent Exact Path Reading national percentile ranking is between the 22 nd and 42 nd percentile

8th Grade - Most recent Exact Path Reading national percentile ranking is between the 23rd and 44th percentile

Number of times per week interventions are provided: 2-3 times weekly

Number of minutes per intervention session: 15 – 20 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	ESSA Evidence Level	Verbiage (as needed)
Edmentum Exact Path	Tier II – Moderate Evidence	Individualized instruction and resources used to develop and implement small group instruction targeting specific skills
Savvas myPerspectives ELA		Lesson scaffolds are available and will be used for students approaching grade level and identified as needing instructional Tier 2 support. Savvas MyPerspectives does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. Recommendation(s): • Routinely use a set of comprehension-building practices to help students make sense of text – Tier 1 Strong Evidence - o Part 3A. Build students’ world and word knowledge so they can make sense of the text - o Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read - o Part 3C. Teach students a routine for determining the gist of a short section of text - o Part 3D. Teach students to monitor their comprehension as they read • Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to

		complex ideas and information – Tier 2 Moderate Evidence These recommendations were built into the program by providing pre-reading and background building practices, explicitly teaching concept vocabulary and academic language, monitoring comprehension through guided questions and text-based discussions, and has students move beyond literal understanding toward deeper critical thinking and inference-making through analysis and interpretation of the text. The district will support and monitor implementation of this program by weekly collaborative planning and classroom walk-throughs, including monthly PLCs for professional learning.
Perfection Learning: Vocabu-lit		Vocabu-lit for Tier 2 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations are: 1. Provide explicit vocabulary instruction – Strong Evidence 2. Provide direct and explicit comprehension 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, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: F.A.S.T. PM2 data - administered before holiday break to aid in 2nd semester scheduling Students scoring Level 1 on PM2, who are not already receiving Tier 2 and/or Tier 3 interventions will begin receiving Tier 3 interventions.		
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: 2025/2026 F.A.S.T. ELA score is at Level 1 <u>or</u> 6th Grade - Most recent Exact Path Reading national percentile ranking is between 1 st and 19 th percentile 7th Grade - Most recent Exact Path Reading national percentile ranking is between the 1 st and 41 st percentile 8th Grade - Most recent Exact Path Reading national percentile ranking is between the 1 st and 43 rd percentile		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 65-70 minutes Course(s) where interventions take place: Daily Tier 3 50-minute Read 180 Intervention Class, with Reading-Endorsed Teacher, plus the 15-20 minutes 2-3 times weekly in the Regular ELA Classroom.		
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)
Houghton-Mifflin Harcourt Read180	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, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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	☒ 3 x Year

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
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
Other District Assessment Savvas - 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
Other District Assessment: 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 meet in conjunction with the MTSS Team to discuss data from the PM-3 Assessment for SY 2025-2026. Data sources analyzed are FAST Reading, Exact Path Reading, and NWEA (Tier 3 – Read 180 Interventions). Student FAST Reading scores are compared to Exact Path and NWEA (as appropriate) to analyze consistency across all assessments or abnormalities within an individual assessment. If scores are shown to be consistent following triangulation, students earning Level 1 on FAST Reading will need Tier 3 Interventions for the 2026-2027 school year in their ELA class and Intensive Reading class.

Students scoring Level 2 on FAST Reading will receive Tier 2 Interventions in their ELA class and/or reading intervention class with Reading Endorsed Teachers.

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

Efforts to improve Tier 1 Instruction include the following:

- Following each progress monitoring assessment, Administrators and the Instructional Coach conduct data discussions with individual teachers to analyze data and set performance goals.
- Administrators and the Instructional coach check and provide feedback on Weekly Lesson Plans for standards alignment and use of best practice instructional strategies.
- Administrators and the Instructional Coach conduct classroom walk-throughs and provide feedback to teachers to ensure use of teaching best practices which include use of the Gradual Release Model and Content-area Reading Strategies across core academic classes.

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

Processes and procedures to improve the effectiveness of Tier 2 reading interventions include the following:

- Class summative assessment data
- Class formative assessment data
- Exact Path progress monitoring data
- Write Score Progress Monitoring Data
- FAST progress monitoring data

School administration, district administration and the Instructional Coach conduct quarterly and monthly classroom walk-throughs and observations, providing meaningful and timely feedback. School Administrators, the Instructional Coach, and teachers, along with the guidance department, review Tier 2 data usage reports for student gains in proficiency after each state progress monitoring assessment to determine appropriate reading intervention is in place.

During Tier 2 instruction, the Instructional Coach will provide support for implementation of approved interventions, ensuring effective instruction and use of small groups within the ELA class and Reading Intervention class. Through non-evaluative Walk-Throughs, the Instructional Coach will provide timely feedback to teachers. Tier 2 instruction is in addition to, not in place of, Tier 1 instruction.

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

Processes and procedures to improve the effectiveness of Tier 3 reading interventions include the following:

- Class summative assessment data
- Class formative assessment data
- Exact Path progress monitoring data
- Write Score Progress Monitoring Data
- FAST progress monitoring data
- Read 180 Lexile Growth as measured by the NWEA MAP Growth Assessment. Based on assessment results, students will be placed in Read 180 Comprehension or Read 180 Core. Read 180 Core is designed for the lowest achieving students who require Tier 3 reading intervention.

School administration, district administration and the Instructional Coach conduct quarterly and monthly classroom walk-throughs and observations, providing meaningful and timely feedback. School Administrators, the Instructional Coach, and teachers, along with the guidance department, review Tier 3 data usage reports for student gains in proficiency after each state progress monitoring assessment to determine appropriate reading intervention is in place.

During Tier 3 instruction, the Instructional Coach will provide support for implementation of approved interventions, ensuring effective instruction and use of small groups within the ELA class and Intensive Reading class. Through non-evaluative Walk-Throughs, the Instructional Coach will provide timely feedback to teachers. Tier 3 instructions are in addition to, not in place of, Tier 1 and 2 instructions.

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 from previous school year: ❖ 9th Grade • Level 5: 267-303 • Level 4: 254-266 • Level 3: 242-253 ❖ 10th Grade • Level 5: 271-308 • Level 4: 258-270 • Level 3: 247-257 ❖ 11th Grade • Level 5: 271-308 • Level 4: 258-270 • Level 3: 247-257 ❖ 12th Grade • Level 5: 271-308 • Level 4: 258-270 • Level 3: 247-257 ❖ ELA Classroom Grades of 70/C or higher ❖ All 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 & ELA Classroom Assessment Grades of 70/C or higher. 10th Grade: 247 or higher on FAST PM-3 Progress Monitoring Data & ELA Classroom Assessment Grades of 70/C or higher 11th Grade: ELA Classroom Assessment Grades of 70/C or higher 12th Grade: ELA Classroom Assessment Grades of 70/C or higher	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas My Perspectives	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Tier 2 Interventions are prompted when students do not meet performance criteria expectations and benchmarks during the school year. Specifically, Tier 2 is warranted when student performance is at the following: - Student ELA Assessments Grades are below 70/C, and/or - Scoring Level 1 or Level 2 on FAST Progress Monitoring Assessments	

Students may be added to Tier 2 Interventions during the current school year based on PM-1 and/or PM-2 progress monitoring indications that students are not on pace to make a learning gain and/or score Level 3 or higher on PM-3 FAST.

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 Level 3 at the end of the prior school year:

- 9th Grade: Level 2 on FAST ELA PM-3 and/or ELA Classroom Grades between 61 – 69%
- 10th Grade: Level 2 on FAST ELA PM-3 and/or ELA Classroom Grades between 61 – 69%
- 11th Grade: Level 2 on FAST ELA PM-3 and/or ELA Classroom Grades between 61 – 69%
- 12th Grade: Level 2 on FAST ELA PM-3 and/or ELA Classroom Grades between 61 – 69%

Number of times per week interventions are provided: 2 – 3 times weekly

Number of minutes per intervention session: 15 – 20 minutes per session

Course(s) where interventions take place: ELA and/or Reading Intervention Class, with Reading-Endorsed teachers.

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)
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 extend 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 the PLCs provided by the Instructional Coach.
Exact Path Reading	Level 2 - Moderate	Exact Path Reading uses students' FAST reading results for adaptive personalized instruction aligned to the Florida B.E.S.T. Benchmarks.
Vocab-u-lit		Vocab-u-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 through modeling the Instructional Coach and classroom observations with feedback by Administrators/ Instructional Coach.
Study Island		Study Island does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(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 specialist, evidence level 3. These recommendations were built into the program. This is a supplement program that

		allows teachers to pull lessons geared 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 3 times per year and classroom student data. Teachers will receive professional learning at the beginning of the school year, and as needed during the academic year.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Specifically, Tier 3 is warranted when student performance is at the following: Student ELA Assessments Grades are below 60/D, and/or Scoring Level 1 on FAST Progress Monitoring Assessments Students may be added to Tier 3 Interventions during the current school year based on PM-1 and/or PM-2 progress monitoring indications which show students are regressing, despite Tier 2 interventions, and are not on pace to make a learning gain and/or score Level 3 or higher on PM-3 FAST.		

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 fall below Grade Level on FAST Progress Monitoring Level 3 at the end of the prior school year: 9 th Grade: Level 1 on FAST ELA PM-3 & ELA Classroom Grades between 61 – 69% 10 th Grade: Level 1 on FAST ELA PM-3 & ELA Classroom Grades between 61 – 69% 11 th Grade: Level 1 on FAST ELA PM-3 & ELA Classroom Grades between 61 – 69% 12 th Grade: Level 1 on FAST ELA PM-3 & ELA Classroom Grades between 61 – 69%		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 65 – 70 minutes Course(s) where interventions take place: Daily Tier 3 50-minute Read 180 Intervention Class, with Reading–Endorsed Teacher, plus the 15-20 minutes 2-3 times weekly in the Regular ELA Classroom.		
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 Reading Intervention Program	Level 1 - Strong	Blended learning program designed for struggling readers reading 2 or more years below grade level. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading.
Exact Path Reading	Level 2 - Moderate	Exact Path Reading uses students' FAST reading results for adaptive personalized instruction aligned to the Florida B.E.S.T. Benchmarks.
Study Island		Study Island does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(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 specialist, evidence level 3. These recommendations were built into the program. This is a supplement program that allows teachers to pull lessons geared 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 3 times per year and classroom student data. Teachers will receive professional learning at the beginning of the school year, and as needed during the academic year.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the 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	PreK-12 teachers and paraprofessionals	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	PreK-12 teachers	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.
PAEC Courses	PreK-12 teachers	Courses through PAEC focus on the Science of Reading and the 6 areas of reading. These courses 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.	PreK-12 teachers	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 FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. Current pathways available to earn the Reading Endorsement include the Florida Center for Reading Research Reading Foundations and Evidence-Based Instructional Practices Pathway. 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. Additionally, the University of Florida Lastinger Center Literacy Matrix 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.		
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 administrators and principals to identify professional learning needs based on progress monitoring data, school improvement priorities, classroom observations, and teacher feedback. Professional learning is differentiated by targeting specific instructional needs across grade levels, content areas, and student groups. When data indicates a need for additional support, professional learning is intensified through job-embedded coaching, follow-up support, collaborative planning, modeling of instructional strategies, and access to appropriate resources. Throughout the year, professional learning opportunities are adjusted based on school needs, teacher needs, and trends in student performance data to ensure instruction remains responsive and aligned to student outcomes.		
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 designated planning period each week to meet with their grade-level team for professional learning and collaboration. During this time, teachers review student data, discuss instructional needs, plan lessons, share effective strategies, and align instruction to grade-level standards.

Additional professional learning is typically provided after contract hours and is based on school priorities, teacher needs, and trends identified through student performance data. This allows professional learning to remain responsive, targeted, and aligned to the instructional needs of both teachers and students.

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 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 January – May. 2-hour small group interventions

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

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

Upon identification of a student in kindergarten through grade 3 with a substantial deficiency in reading, including characteristics of dyslexia, the district will immediately notify the student’s parent in writing. The parent notification will include the student’s assessment results; a description of the student’s specific areas of reading deficiency; a description of the evidence-based interventions and supports that will be provided; information explaining that the student’s reading deficiency must be remediated before the student is promoted to grade 4 unless the student qualifies for a good cause exemption; and the district’s process for ongoing progress monitoring and communication with families. The district will also provide the parent with a Read-at-Home Plan that includes information and resources to support reading development at home in the essential components of reading, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These resources will be made available electronically, and a hard copy will be provided by the school upon parent request and also easily accessible through our district website.

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

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

Taylor County School District prioritizes the assignment of highly effective teachers in kindergarten through grade 2 by using available teacher evaluation data, student performance data, certification and instructional expertise, and school-based staffing needs to guide placement decisions. In accordance with [s. 1012.34\(2\)\(e\), F.S.](#), the district works with school administrators to identify teachers who demonstrate strong instructional practice, positive student learning outcomes, and effectiveness in early literacy instruction.

When staffing kindergarten through grade 2 classrooms, the district gives priority consideration to placing highly effective teachers with students who require strong foundational reading support, including students identified through progress monitoring as needing additional intervention. School leaders review classroom needs, teacher strengths, and student data to ensure that early elementary students have access to high-quality instruction in phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. The district also supports these placements through ongoing professional learning, coaching, collaborative planning, and progress monitoring.

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

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

Initials	Assurance
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.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature:



Date:

July 15, 2026