



St. Lucie Public Schools

Comprehensive Evidence-Based Reading Plan



2025-2026

St. Lucie
PUBLIC SCHOOLS



AN "A" RATED
DESTINATION DISTRICT

STLUCIESCHOOLS.ORG



District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

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

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Literacy coaches		
Intervention teachers	\$2,100,000	27
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps	\$264,808	
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$620,180	
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	\$2,984,988	

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	4%	2%	93%	94%

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

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

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	21	20	54	55
1	30	21	54	55
2	30	29	47	54
3	24	23	53	54
4	24	23	51	53
5	23	22	48	51
6	17	16	60	61
7	22	17	54	60
8	22	21	52	54
9	20	19	54	55
10	20	19	54	55

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	<ul style="list-style-type: none"> FAST PM1, PM2, PM3 DIBELS BOY, MOY, EOY (Grades K-2) Core Phonics Survey (Grades K-2 based on screener, 3-5 Level 1s) Unit Assessments: every 3 weeks (Grades 2-5) i-Ready Fall and Winter Diagnostics 	<ul style="list-style-type: none"> FAST PM1, PM2, PM3 DIBELS BOY, MOY, EOY (Grades K-2) Unit Assessments: every 3 weeks (Grades 2-5) i-Ready Fall and Winter Diagnostics Coach Logs: monthly Check for Understanding Data: Ongoing
Actions for continuous support and improvement	<ul style="list-style-type: none"> Monthly content and pedagogy meetings Data-based on-site school support District coaching instructional rounds 	<ul style="list-style-type: none"> Weekly Collaborative Learning and Planning focused on B.E.S.T. standards and quality instruction grounded in the science of reading

	<p>based on areas of improvement</p> <ul style="list-style-type: none"> Resources developed by district based on performance data 	<ul style="list-style-type: none"> Coaching cycles leveraged to build teacher capacity and impact student achievement School-based Literacy Team meetings and walks focusing on specific components of the literacy routine as identified by data Data chats centered on state, district, and school data Professional learning
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> FAST PM1, PM2, PM3 Core Phonics Screener (Grades 6-8 Level 1s) Unit Assessments: quarterly Monthly IXL Real Time Diagnostics 	<ul style="list-style-type: none"> FAST PM1, PM2, PM3 Unit Assessments: quarterly Coach Logs: monthly Check for Understanding Data: ongoing IXL: Monthly
Actions for continuous support and improvement	<ul style="list-style-type: none"> Monthly content and pedagogy meetings Data-based on-site school support District coaching instructional rounds based on areas of improvement Resources developed by district based on performance data 	<ul style="list-style-type: none"> Weekly Collaborative Learning and Planning focused on B.E.S.T. standards and quality instruction grounded in the science of reading Coaching cycles leveraged to build teacher capacity and impact student achievement School-based Literacy Team meetings and walks focusing on specific components of the literacy routine as identified by data Data chats centered on state, district, and school data Professional learning
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> FAST PM1, PM2, PM3 Core Phonics Screener (Grades 9-12 Level 1s) 	<ul style="list-style-type: none"> FAST PM1, PM2, PM3 Unit Assessments: quarterly

	<ul style="list-style-type: none"> • Unit Assessments: quarterly • Monthly IXL Real Time Diagnostics 	<ul style="list-style-type: none"> • Coach Logs: monthly • Check for Understanding Data: ongoing • IXL: Monthly
Actions for continuous support and improvement	<ul style="list-style-type: none"> • Monthly content and pedagogy meetings • Data-based on-site school support • District coaching instructional rounds based on areas of improvement • Resources developed by district based on performance data 	<ul style="list-style-type: none"> • Weekly Collaborative Learning and Planning focused on B.E.S.T. standards and quality instruction grounded in the science of reading • Coaching cycles leveraged to build teacher capacity and impact student achievement • School-based Literacy Team meetings and walks focusing on specific components of the literacy routine as identified by data • Data chats centered on state, district, and school data • Professional learning

2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

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

- Data-driven side-by-side coaching to build literacy coach capacity at school sites to help drive instructional supports to increase student achievement. District support will be allocated based on need and with the goal of supporting literacy coaches in their specific areas of opportunity.
- A focus on explicit and systematic instruction of foundational skills grounded in the science of reading. This will include professional learning for teachers, literacy coaches, and administrators.

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

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

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

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

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

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

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

Yes

No

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

N/A

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

The literacy coach model is shared with principals at the annual Leadership Kick-Off prior to the start of the school year. Ongoing communication will take place through the weekly administrator newsletter and monthly principal meetings as appropriate.

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

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

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

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

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

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

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

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

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

St. Lucie Public Schools has refined our literacy routines that differentiated by grade-band needs and highlight the components of Florida's Formula for Success. High quality instructional materials aligned with Florida's Formula for Success will be implemented in the 2024-2025 school year paired with professional learning around the pedagogy aligned with these components. Students have instruction in the six components of reading as appropriate for their grade level and access to the four types of assessment to identify growth and areas of need. There is a district-wide assessment plan that includes screening, diagnostics, progress monitoring, and summative assessments.

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

Students with disabilities and English Language Learners will have access to all components of instruction with interventions based on need.

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

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

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

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

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

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

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

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

Age of Learning: My Reading Academy, Adopted: '22-'23 School Year

- My Reading Academy is a digital, adaptive reading program grounded in the Science of Reading with instructional videos, dynamic games and rich digital texts to help create fluent strategic readers. Foundational skills instruction is explicit and systematic in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

Benchmark Ready to Advance Building Foundations

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

Heggerty Phonemic Awareness

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

DEL & FCRR Intervention Resources.

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

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

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

The Decision Trees must contain the following information:

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

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

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

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Districed Developed Unit Assessments	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other: end of units
iReady Fall and Winter Diagnostics	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Summative	<input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other: 2x Year
DIBELS	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other:
Age of Learning: My Reading Academy	<input checked="" type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other:

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

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

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

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

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

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

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

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

Students in grades K-3 scoring at or below the 25th percentile on FAST PM1 may be identified as students in need of Tier 2 intervention in coordination with triangulation of data. Students scoring below the 10th percentile on FAST are identified as needing Tier 3 intervention. Third grade students scoring below the 20th percentile are identified as needing Tier 3. Additionally, if students display characteristics of dyslexia, they will be identified as needing Tier 3 intervention. School-based MTSS core teams meet quarterly to review data, including state, local, and program-specific outcomes, to identify if additional students are in need of intervention, to make adjustments to individuals’ interventions, and to determine if some students are able to exit an intervention. Data provided through these methods, as well as input from the classroom teacher, interventionist, and other stakeholders is considered and taken into account when identifying need for interventions.

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

Students scoring at or below the 25th percentile on FAST are identified as students in need of Tiered intervention in coordination with triangulation of data. School-based MTSS core teams meet quarterly to analyze state, district, and program-specific data to identify students in need of tiered intervention, to make adjustments to individuals’ interventions, and to determine if students should exit intervention. This data, as well as input from the classroom teacher, interventionist, and other stakeholders is considered and taken into account when identifying need for interventions.

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

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

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

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

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

Once a child has been identified as having characteristics of dyslexia, additional screeners are administered to identify the student’s specific area(s) of deficiency to drive intervention. DIBELS and the Core Phonics Survey are administered to students with characteristics of dyslexia.

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

The effectiveness of Tier 1 instruction is monitored through District Unit Assessments, FAST Progress Monitoring, and iReady Diagnostics. Data is analyzed at the school and district level after each administration. At the district level, data is analyzed by multiple departments, with district-wide results shared out to administrators through the Assessment and Accountability Department. Specific attention is paid to mastery of the benchmarks taught in the unit of study and growth from prior assessments, as well as to identify schools or grade levels that need focused support. Schools hold regular data chats to analyze this data to identify individual grade level, teacher, and student needs.

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

Tier 2 interventions are monitored through progress monitoring tools embedded within individual intervention programs, District Unit Assessments, iReady Diagnostics, and the number of students moving into proficiency on FAST Progress Monitoring. The district provides guidance on how to respond to student data through trainings and school-based supports. School-based MTSS teams meet quarterly to analyze the data to make identified adjustments to students’ interventions.

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

EasyCBM progress monitoring tools are utilized for Tier 3 interventions. District Unit Assessments, iReady Diagnostics, and the number of students moving out of level 1 on FAST Progress Monitoring provide a triangulation of data to monitor effectiveness. The district provides guidance on how to respond to student data through trainings and school-based supports. School-based MTSS teams meet quarterly to analyze the data to make identified adjustments to students’ 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

<p>Students must meet the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> • Grades K-5: FAST scores are level 3, 4, or 5 AND/OR • Grades 2-5: Average Unit Assessment cut scores aligned with level 3, 4, or 5 AND/OR • Grades K-5: At or above the 43rd percentile for iReady 	
<p>List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.</p> <ul style="list-style-type: none"> • Monthly unit assessments in grades 2-5 with cut scores aligned with levels 3, 4, or 5. • Beginning, middle, and end of year DIBELS in grades K-2 benchmark scores at the “Core Support” level. 	
<p>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none"> • District-wide Collaborative Learning and Planning protocols take place at school sites • Data-based district support • District-designed instructional supports • Administrator walk-throughs • School-based data chats 	
<p>Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.</p>	
Name of Program	Year of Program Adoption
Benchmark Advance	2021
UFLI Foundations (K-2)	2024, Supplemental
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: A triangulation of data, including FAST PM data, class performance, unit assessment data, iReady diagnostics, DIBELS results, and intervention data is utilized to prompt the addition of Tier 2 interventions. The Problem-Solving Team (PST) will meet to review performance trends in relation to end-of-year goals. Students not showing adequate progress in Tier 1 will be provided Tier 2. Criteria to consider includes the following:</p> <ul style="list-style-type: none"> • Grades 3-5: FAST scores are level 1 or 2 from previous year • Grades K-2: FAST scores indicate Intervention or Urgent Intervention (at or below the 24th percentile) • Grades K-5: iReady data is below the 43rd percentile • Grades 2-5: Average Unit Assessment cut scores aligned with level 1 or 2 	
<p>Tier 1 Instruction + Tier 2 Interventions</p>	
<p>Beginning of Year Data</p>	
<p>Students who meet the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> • Grades K-5: FAST scores are level 1 or 2 from previous year AND/OR • Grades K-5: iReady data is below the 43rd percentile AND/OR • Grades 2-5: Average Unit Assessment cut scores aligned with level 1 or 2 AND/OR • Students receiving Tier 2 interventions at the close of the prior school year 	
<p>Number of times per week interventions are provided: 3 to 5</p>	
<p>Number of minutes per intervention session: 15-30 minutes depending on Intervention</p>	
<p>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.</p>	

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Advance Intervention Kit		<p>Benchmark Advance Intervention Kit does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE), • Recommendation #4: Provide students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE). <p>These recommendations were built into this program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>

<p>Benchmark Advance Phonics Skills Bags (Start Up, Build Up, Spiral Up)</p>		<p>Benchmark Advance Phonics Skill Bags does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), ▪ Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), <p>These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.</p>
<p>Heggerty Phonemic Awareness</p>		<p>Heggerty does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students’ current reading level (MINIMAL EVIDENCE),

		<ul style="list-style-type: none"> ● Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>These recommendations were built into this program through explicit and systematic instruction on phonemic awareness aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
iReady Instructional PDFs		<p>iReady Instruction does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), ▪ Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> ● Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) ● Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: iReady Instruction does not meet strong, moderate, or promising levels of evidence;</p>

		<p>however the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), ▪ Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) <p>These recommendations were built into this program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
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<p>Reading Fluency and Comprehension Strategies</p>		<p>Reading Fluency and Comprehension Strategies does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>These recommendations are implemented through explicit and systematic instructional strategies aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
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Magnetic Reading Foundations	Moderate	
Magnetic Reading	Moderate	
Reading Horizons Discovery	Promising	
Really Great Reading		<p>Really Great Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), ▪ Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), <p>These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Quick Reads	Strong	
SRA Corrective Reading		<p>SRA Corrective Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for</p>

		<p>Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), ▪ Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), <p>These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Story Champs		<p>Story Champs does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students’ current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark

		<p>score on universal screening (STRONG EVIDENCE).</p> <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> ● Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) ● Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
UFLI Foundations		<p>UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), ▪ Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> ● Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE)

		<ul style="list-style-type: none"> Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), <p>These recommendations were built into the program by explicit and systematic phonics instruction and interleaved practice that incorporates encoding and decoding and practice with connected text.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.</p>
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities		
Name of Program		Verbiage (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 interventions provided.

Interventions for students with a substantial reading deficiency or characteristic of dyslexia include multisensory interventions that include listening, speaking, reading, and writing with the use of hand gestures and/or manipulatives, (i.e.: Benchmark Advance Phonics Skill Bags, Heggerty, Magnetic Reading Foundations, Really Great Reading, UFLI).

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

A triangulation of data, including FAST PM data, class performance, unit assessment data, iReady diagnostics, DIBELS results, and intervention data is utilized to prompt the addition of Tier 3 interventions. The Problem-Solving Team (PST) will meet to review performance trends in relation to end-of-year goals. Students not showing adequate progress in Tier 2 will be provided Tier 3 in addition to revising Tier 2 as needed.

Criteria to consider includes the following:

- Grades 3-5: FAST scores are below the 20th percentile.
- Grades 3&4: Student who were retained or Good Cause promoted
- Grades K-2: FAST scores indicate Urgent Intervention (below the 10th percentile)
- Grades K-5: iReady data is below the 20th percentile (3-5) or below the 10th percentile (K-2)
- Grades 2-5: Average Unit Assessment cut scores aligned with level 1

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

Beginning of Year Data

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

- Grades 3-5: FAST scores are below the 20th percentile, AND/OR
- Grades K-3: Any student who scored a Level 1 at the End of Year FAST, AND/OR
- Grades K-3: Students previously retained, AND/OR
- Grades 3&4: Students who were retained or Good Cause promoted, AND/OR
- Grades K-2: FAST scores indicate Urgent Intervention (below the 10th percentile), AND/OR
- Grades K-5: iReady data is below the 20th percentile (3-5) or below the 10th percentile (K-2), AND/OR
- Grades 2-5: Average Unit Assessment cut scores aligned with level 1, AND/OR
- Students receiving Tier 2 and 3 interventions at the close of the prior school year

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

Number of minutes per intervention session: 15-30 minutes based on intervention

Intensive, Individualized Instruction/Interventions

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

Name of Program		Verbiage (as needed)
Benchmark Advance Intervention Kit		Benchmark Advance Intervention Kit does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades: <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). Providing Reading Interventions for Students in Grades 4-9: <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), • Recommendation #3: Routinely use a set of comprehension-building practices to help

		<p>students make sense of the text (STRONG EVIDENCE),</p> <ul style="list-style-type: none"> ● Recommendation #4: Provide students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE). <p>These recommendations were built into this program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
<p>Benchmark Advance Phonics Skills Bags (Start Up, Build Up, Spiral Up)</p>		<p>Benchmark Advance Phonics Skill Bags does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), ▪ Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> ● Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) ● Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), <p>These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text.</p>

		<p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.</p>
<p>Heggerty Phonemic Awareness</p>		<p>Heggerty does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>These recommendations were built into this program through explicit and systematic instruction on phonemic awareness aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
<p>iReady Instructional PDFs</p>		<p>iReady Instruction does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE),

		<ul style="list-style-type: none"> ▪ Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) <p>These recommendations were built into this program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Reading Fluency and Comprehension Strategies		<p>Reading Fluency and Comprehension Strategies does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s):</p>

		<ul style="list-style-type: none"> ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>These recommendations are implemented through explicit and systematic instructional strategies aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Magnetic Reading Foundations	Moderate	
Magnetic Reading	Moderate	
Reading Horizons Discovery	Promising	
Really Great Reading		Really Great Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for

		<p>Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), ▪ Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), <p>These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Quick Reads	Strong	
SRA Corrective Reading		<p>SRA Corrective Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), ▪ Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), ▪ Recommendation #4: Ensure that each student reads connected text every day to support

		<p>reading accuracy, fluency, and comprehension (MODERATE EVIDENCE).</p> <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), <p>These recommendations were built into the program by explicit and systematic phonics instruction that incorporates encoding and decoding and practice with connected text.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Story Champs		<p>Story Champs does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students’ current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will

		<p>expose them to complex ideas and information (MODERATE EVIDENCE)</p> <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
UFLI Foundations		<p>UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3, Recommendation(s):</p> <ul style="list-style-type: none"> ▪ Recommendation #2: Develop awareness of the segments of sounds in speech and how they link to letters (STRONG EVIDENCE), ▪ Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words (STRONG EVIDENCE), ▪ Recommendation #4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (MODERATE EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE), <p>These recommendations were built into the program by explicit and systematic phonics instruction and interleaved practice that incorporates encoding and decoding and practice with connected text.</p> <p>The district will support and monitor implementation of this program by supporting</p>

		administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within Phonics for Reading, as well as Fidelity tools for the program, including online and in person professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>Interventions for students with a substantial reading deficiency or characteristic of dyslexia include multisensory interventions that include listening, speaking, reading, and writing with the use of hand gestures and/or manipulatives, (i.e.: Benchmark Advance Phonics Skill Bags, Heggerty, Magnetic Reading Foundations, Really Great Reading, UFLI).</p>		
<p>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <ul style="list-style-type: none"> • The Problem-Solving Team meets to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and to conduct a root cause analysis if they are not making adequate progress. For students not making progress, the intervention, the intensity, or the interventionist is changed. Tier 3 intervention may be added if data indicates Fidelity walkthroughs take place during intervention to identify any issues with instructional implementation. • School-based MTSS teams meet to review students' responses to intervention. Individual student data is reviewed and data-driven shifts are made based on student need. • Interventionists are provided training on intervention programs to support fidelity of implementation. 		

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.](#)

Schedule: Summer camp takes place 20 days over the summer. The schedule includes one hour of foundational skills support and over ninety minutes of grade-level reading instruction. In addition, there is scheduled time for teacher read/think aloud, structured literacy circles, explicit fluency instruction and practice, and daily writing prompts.
Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>: - Benchmark Advance - UFLI Foundations
Alternative Assessment Used: - iReady Diagnostic - SAT-10
Additional Information (optional):

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

Will the district implement this option? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
District Developed Unit Assessments	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input type="checkbox"/> Select Students	<input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Summative	<input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
IXL Diagnostic	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Student	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Students are identified for Tier 2/Tier 3 interventions based on FAST data. Students scoring level 1 or 2 on PM3 from the 2024-2025 school year are identified for intervention. After students take PM1 for the 2025-2026 school year, students scoring below the 25th percentile will also be identified as in need of intervention.

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

District Unit Assessments, IXL Diagnostics, and FAST Progress Monitoring data is analyzed at the school and district level after each administration. At the district level, data is analyzed by multiple departments, with district-wide results shared out to administrators through the Assessment and Accountability Department. Specific attention is paid to mastery of the benchmarks taught in the unit of study and growth from prior assessments, as well as to identify schools or grade levels that need focused support. Schools hold regular data chats to analyze this data to identify individual grade level, teacher, and student needs.

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

District Unit Assessments, IXL Diagnostics, Progress Monitoring as identified by the intervention, and Number of students moving into proficiency on FAST Progress Monitoring is monitored. The district provides guidance on how to respond to student data through trainings and school-based supports. School-based MTSS teams meet quarterly to analyze the data to make identified adjustments to students’ interventions.

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

District Unit Assessments, IXL Diagnostics, EasyCBM Progress Monitoring, Number of students moving out of Level 1 on FAST Progress Monitoring is monitored. The district provides guidance on how to respond to student data through trainings and school-based supports. School-based MTSS teams meet quarterly to analyze the data to make identified adjustments to students’ interventions.

Grades 6-8 Decision Tree					
Tier 1 (Core) Only					
Beginning of Year Data					
<p>Students must meet the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> • FAST PM3 ELA level 3, 4, or 5 and/or • Average Unit Assessment cut scores aligned with levels 3, 4, or 5 					
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <ul style="list-style-type: none"> • FAST PM1 & PM2 and/or • Average Unit Assessment cut scores aligned with levels 3, 4, or 5 					
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none"> • District-wide Collaborative Learning and Planning protocols take place at school sites. • Data-based district support • District-designed instructional supports 					
Core Instruction					
<p>Indicate the core curriculum utilized. Add additional rows as needed.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Name of Program</th> <th style="background-color: #d9ead3;">Year of Program Adoption</th> </tr> </thead> <tbody> <tr> <td>Savvas: myPerspectives</td> <td style="text-align: center;">2021</td> </tr> </tbody> </table>		Name of Program	Year of Program Adoption	Savvas: myPerspectives	2021
Name of Program	Year of Program Adoption				
Savvas: myPerspectives	2021				
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>A triangulation of data, including FAST PM data, class performance, unit assessment data, IXL diagnostics, and intervention data is utilized to prompt the addition of Tier 2 interventions. The Problem-Solving Team (PST) will meet to review performance trends in relation to end-of-year goals. Students not showing adequate progress in Tier 1 will be provided Tier 2.</p> <p>Criteria to consider includes the following:</p> <ul style="list-style-type: none"> • FAST ELA PM3 below the 40th percentile • Average Unit Assessment cut scores aligned with levels 1 or 2 • IXL data below the 30th percentile 					

Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
<p>Students who meet the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> • FAST ELA PM3 below the 40th percentile and/or • Average Unit Assessment cut scores aligned with levels 1 or 2 and/or • IXL data below the 30th percentile and/or • iReady below the 43rd percentile (incoming 5th graders) • 	
<p>Number of times per week interventions are provided: 3-5</p> <p>Number of minutes per intervention session: 15-30</p> <p>Course(s) where interventions take place: Intensive Reading or Critical Thinking Students in Tier 2 will have Intensive Reading in addition to their ELA course</p>	

Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program		Verbiage (as needed)
Phonics for Reading		<p>Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>

Savvas Quick Reads	Strong	
Story Champs		<p>Story Champs does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Expanding Expressions Tool		<p>Expanding Expressions does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p>

		<ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Reading Fluency and Comprehension Strategies		<p>Reading Fluency and Comprehension Strategies does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help

		<p>students make sense of the text (STRONG EVIDENCE)</p> <ul style="list-style-type: none"> • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #2: Provide direct and explicit comprehension strategy instruction (STRONG EVIDENCE) • Recommendation #3: Provide opportunities for extended discussion of text meaning and interpretation (MODERATE EVIDENCE) • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Really Great Reading		<p>Really Great Reading does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE)

		<ul style="list-style-type: none"> • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Reading Horizons Elevate		<p>Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE)

		<ul style="list-style-type: none"> • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

A triangulation of data, including FAST PM data, class performance, unit assessment data, iReady diagnostics, DIBELS results, and intervention data is utilized to prompt the addition of Tier 3 interventions. The Problem-Solving Team (PST) will meet to review performance trends in relation to end-of-year goals. Students not showing adequate progress in Tier 2 will be provided Tier 3 in addition to revising Tier 2 as needed.

Criteria to consider includes the following:

- FAST ELA PM3 below the 20th percentile

- Average Unit Assessment cut scores aligned with levels 1
- IXL Scores below the 20th percentile

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

Beginning of Year Data

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

- FAST ELA PM3 below the 20th percentile, and/or
- Average Unit Assessment cut scores aligned with levels 1, and/or
- IXL Scores below the 20th percentile, and/or
- iReady score below the 20th percentile (incoming 5th graders),

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

Number of minutes per intervention session: 15-30 minutes

Course(s) where interventions take place: Intensive Reading, Critical Thinking

Students in Tier 3 will have Intensive Reading in addition to their ELA course

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Phonics for Reading		<p>Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE),

		<ul style="list-style-type: none"> • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Savvas Quick Reads	Strong	
Story Champs		<p>Story Champs does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will

		<p>expose them to complex ideas and information (MODERATE EVIDENCE)</p> <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Expanding Expressions Tool		<p>Expanding Expressions does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills.</p>

		<p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
<p>Reading Fluency and Comprehension Strategies</p>		<p>Reading Fluency and Comprehension Strategies does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #2: Provide direct and explicit comprehension strategy instruction (STRONG EVIDENCE) • Recommendation #3: Provide opportunities for extended discussion of text meaning and interpretation (MODERATE EVIDENCE) • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE)

		<p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Really Great Reading		<p>Really Great Reading does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p>

		<p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
<p>Reading Horizons Elevate</p>		<p>Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching</p>

		Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?		
<ul style="list-style-type: none"> The Problem-Solving Team meets to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and to conduct a root cause analysis if they are not making adequate progress. For students not making progress, the intervention, the intensity, or the interventionist is changed. Fidelity walkthroughs take place during intervention to identify strengths and needs in implementation. School-based MTSS teams meet to review students' responses to intervention. Individual student data is reviewed and data-driven shifts are made based on student need. Interventionists are provided training on intervention programs to support fidelity of implementation. 		

Grades 9-12

1. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
District Developed Unit Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month

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?
	<input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
IXL Diagnostic	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Students are identified for Tier 2/Tier 3 interventions based on FAST data. Students scoring level 1 or 2 on PM3 from the 2024-2025 school year are identified for intervention. After students take PM1 for the 2025-2026 school year, students scoring below the 25th percentile will also be identified as in need of intervention.

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

District Unit Assessments, IXL Diagnostics, and FAST Progress Monitoring data is analyzed at the school and district level after each administration. At the district level, data is analyzed by multiple departments, with district-wide results shared out to administrators through the Assessment and Accountability Department. Specific attention is paid to mastery of the benchmarks taught in the unit of study and growth from prior assessments, as well as to identify schools or grade levels that need focused support. Schools hold regular data chats to analyze this data to identify individual grade level, teacher, and student needs.

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

District Unit Assessments, IXL Diagnostics, Progress Monitoring as identified by the intervention, and Number of students moving into proficiency on FAST Progress Monitoring is monitored. The district provides guidance on how to respond to student data through trainings and school-based supports. School-based MTSS teams meet quarterly to analyze the data to make identified adjustments to students’ interventions.

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

District Unit Assessments, IXL Diagnostics, EasyCBM Progress Monitoring, and Number of students moving out of Level 1 on FAST Progress Monitoring is monitored. The district provides guidance on how to respond to student data through trainings and school-based supports. School-based MTSS teams meet quarterly to analyze the data to make identified adjustments to students’ interventions.

Grades 9-12 Decision Tree		
Tier 1 (Core) Only		
Beginning of Year Data		
<p>Students must meet the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> FAST PM 3 ELA level 3, 4, or 5, and/or Average Unit Assessment cut scores aligned with levels 3, 4, or 5 		
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <ul style="list-style-type: none"> FAST PM 1 and PM 2 Average unit assessment cut scores aligned with levels 3, 4, or 5 		
<p>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?</p> <ul style="list-style-type: none"> District-wide Collaborative Learning and Planning protocols take place at school sites. Data-based district support District-designed instructional supports 		
Core Instruction		
<p>Indicate the core curriculum utilized. Add additional rows as needed.</p>		
Name of Program	Year of Program Adoption	
Savvas: myPerspectives	2021	
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>A triangulation of data, including FAST PM data, class performance, unit assessment data, IXL diagnostics, and intervention data is utilized to prompt the addition of Tier 2 interventions. The Problem-Solving Team (PST) will meet to review performance trends in relation to end-of-year goals. Students who do not show adequate progress in Tier 1 will be provided Tier 2.</p> <p>Criteria to consider includes the following:</p> <ul style="list-style-type: none"> FAST ELA PM3 below the 40th percentile Average Unit Assessment cut scores aligned with levels 1 or 2 IXL data below the 30th percentile 		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
<p>Students who meet the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> FAST ELA PM3 below the 20th percentile Average Unit Assessment cut scores aligned with levels 1 or 2 IXL data below the 20th percentile Tier 2 will have Intensive Reading in addition to their ELA course 		
<p>Number of times per week interventions are provided: 3-5</p> <p>Number of minutes per intervention session: 15-20</p> <p>Course(s) where interventions take place: Intensive Reading</p>		
Supplemental Instruction/Interventions		
<p>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.</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Phonics for Reading		Phonics for Reading does not meet strong, moderate, or promising levels of evidence;

		<p>however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Savvas Quick Reads	Strong	
Story Champs		<p>Story Champs does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p>

		<p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Expanding Expressions Tool		<p>Expanding Expressions does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE),

		<ul style="list-style-type: none"> • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Reading Fluency and Comprehension Strategies		<p>Reading Fluency and Comprehension Strategies does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of

		<p>stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE)</p> <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #2: Provide direct and explicit comprehension strategy instruction (STRONG EVIDENCE) • Recommendation #3: Provide opportunities for extended discussion of text meaning and interpretation (MODERATE EVIDENCE) • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Really Great Reading		<p>Really Great Reading does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE)

		<ul style="list-style-type: none"> • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Reading Horizons Elevate		<p>Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE)

		<p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
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English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

A triangulation of data, including FAST PM data, class performance, unit assessment data, and intervention data is utilized to prompt the addition of Tier 3 interventions. The Problem-Solving Team (PST) will meet to review performance trends in relation to end-of-year goals. Students not showing adequate progress in Tier 2 will be provided with Tier 3 in addition to revising Tier 2 as needed.

Criteria to consider includes the following:

- FAST ELA PM3 below the 20th percentile
- Average Unit Assessment cut scores aligned with levels 1
- IXL Scores below the 20th percentile

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

Beginning of Year Data

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

- FAST ELA PM3 below the 20th percentile, and/or
- Average Unit Assessment cut scores aligned with levels 1, and/or
- IXL Scores below the 20th percentile

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

Number of minutes per intervention session: 15-30 minutes

Course(s) where interventions take place: Intensive Reading
 Students in Tier 3 will have Intensive Reading in addition to their ELA course.

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

Name of Program	Verbiage (as needed)
Phonics for Reading	<p>Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching</p>

		Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.
Savvas Quick Reads	Strong	
Story Champs		<p>Story Champs does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program:</p> <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Expanding Expressions Tool		Expanding Expressions does not meet strong, moderate, or promising levels of evidence;

		<p>however the following WWC Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades:</p> <ul style="list-style-type: none"> • Recommendation #2: Provide time to differentiate reading instruction for all students based on assessments of students' current reading level (MINIMAL EVIDENCE), • Recommendation #3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (STRONG EVIDENCE). <p>Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading and which incorporates oral language skills.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
<p>Reading Fluency and Comprehension Strategies</p>		<p>Reading Fluency and Comprehension Strategies does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE)

		<ul style="list-style-type: none"> • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #2: Provide direct and explicit comprehension strategy instruction (STRONG EVIDENCE) • Recommendation #3: Provide opportunities for extended discussion of text meaning and interpretation (MODERATE EVIDENCE) • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Really Great Reading		<p>Really Great Reading does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p>

		<ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE) • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
Reading Horizons Elevate		<p>Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence; however the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9:</p> <ul style="list-style-type: none"> • Recommendation #1: Build students’ decoding skills so they can read complex multisyllabic words (STRONG EVIDENCE)

		<ul style="list-style-type: none"> • Recommendation #2: Provide purposeful fluency-building activities to help students read effortlessly (STRONG EVIDENCE) • Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text (STRONG EVIDENCE) • Recommendation #4: Provide Students with opportunities to practice making sense of stretch text (i.e.: challenging text) that will expose them to complex ideas and information (MODERATE EVIDENCE) <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <ul style="list-style-type: none"> • Recommendation #1: Provide explicit vocabulary instruction (STRONG EVIDENCE), • Recommendation #4: Increase student motivation and engagement in literacy learning (MODERATE EVIDENCE) • Recommendation #5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (STRONG EVIDENCE) <p>These recommendations were built into the program through explicit and systematic instruction aligned with the science of reading.</p> <p>The district will support and monitor implementation of this program by supporting administrators in their Literacy Leadership Teams, Classroom Walkthrough tools, Coaching Rounds, Progress Monitoring tools built within the program, as well as Fidelity tools for the program, including online and in person professional learning.</p>
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Indicate the evidence-based programs and/or practices implemented for students with a disability,

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

- The Problem-Solving Team meets to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and to conduct a root cause analysis if they are not making adequate progress. For

students not making progress, the intervention, the intensity, or the interventionist is changed. Tier 3 intervention may be added if data indicates the need. Fidelity walkthroughs take place during intervention to identify strengths and needs in implementation.

- School-based MTSS teams meet to review students’ responses to intervention. Individual student data is reviewed and data-driven shifts are made based on student need.
- Interventionists are provided training on intervention programs to support fidelity of implementation.

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

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

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

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

Name of Professional Learning	Target Audience	Description
UFLI Training Sessions	-New Teachers -Teachers new to phonics instruction	This is a 3-hour session guided by instructors with recordings by UFLI team.
UFLI Saturday Day 1/Day 2 Sessions	All teachers utilizing UFLI, whether for core instruction (k-2) or intervention (k-5)	Overview and deep practices of Day 1/Day 2 routine.
Science of Reading Saturday	All K-12 teachers	Target sessions that will support Reading Rope and the Science of Reading.
Small Group	All K-5 teachers	These sessions support the alignment of standards, resources and data to support students in best fit practices and materials.
3 rd Grade Whole Group	3 rd grade teachers	Differentiated learning sessions focused on data and centered on best practices for targeted groups of teachers.
2 nd Grade Whole Group	2 nd grade teachers	Differentiated learning sessions focused on data and centered on best practices for targeted groups of teachers.
Using Curriculum to Reach Grade Level Expectations	3 rd -5 th grade teachers	Differentiated professional learning for teachers based on progress monitoring data

Heggerty CANVAS	New Teachers	This is a self-paced course to allow teachers to become familiar with the material they will be teaching using this program.
Benchmark Advance CANVAS	New Teachers	This is a self-paced course to allow teachers to become familiar with the material they will be teaching using this program.
UFLI Canvas	New Teachers	This is a self-paced course to allow teachers to become familiar with the material they will be teaching using this program.
B.E.S.T Standards CANVAS	New Teachers	The course is based on the state training and goes through the strands, ALDs, vertical progression and clarifications.
University of Florida Background Course (UFLI/PA)	New Teachers	A knowledge building course that support background knowledge in phonics and Pa.

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

St. Lucie Public Schools offers 3 pathways for teachers to become Reading Endorsed: UF Lastinger Center Literacy Matrix, Literacy Solutions RE1-4, and FDLRS Galaxy RE4. In addition, we offer several pathways to earning the 40-hour recertification points for Reading. They include: two specific courses through the BEESS Portal (Reading Difficulties, Disabilities, and Dyslexia and Structured Literacy through a Multi-Sensory Approach); Micro credentials through UF Lastinger Center for Elementary and Secondary teachers; and Exploring Structured Literacy through FDLRS Galaxy and the BEESS portal.

Differentiated Professional Learning

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

Data is regularly reviewed to identify specific areas where additional support is needed, whether at the district, school, grade level, or individual teacher level.

District-level support is tailored to meet the evolving needs of school-based literacy coaches, grade-level teams, and individual educators. Professional learning opportunities are designed to address these identified needs, ensuring that each group of teachers receives targeted support aligned with their instructional goals.

Topics for professional learning—whether during monthly coach meetings or designated professional development days—are selected based on trends and patterns observed in the data. This data-driven approach ensures that professional learning remains relevant, responsive, and impactful.

Mentor Teachers

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

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

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

Time is provided weekly for professional learning through designated CLP times.

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
Title one Tutoring	Students who have need based on triangulation of data	One on one and small group sessions to support students in growth.

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

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

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

Students that are identified as having a substantial reading deficiency are provided a letter and an individualized progress monitoring plan which includes a clear description of the deficiency, intensive interventions that are being implemented, and information on resources including NWRI.


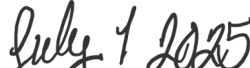
Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

New World Reading, Big Brother Big Sisters (AmeriCorps), Children’s Services Council, Florida Grade-Level Reading Campaign,

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

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

Initials	Assurance
HJB	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
HJB	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
HJB	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher’s performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
HJB	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
HJB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
HJB	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
HJB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
HJB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
HJB	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Heather Bolitho	
Signature: 	Date: 

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

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

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