

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	Carrie Dopson	carrie.dopson@bakerk12.org	904-259-0408
Data Element	Marybeth Windham	marybeth.windham@bakerk12.org	904-259-0421
Third Grade Promotion	Carrie Dopson	carrie.dopson@bakerk12.org	904-259-0408
Multi-Tiered System of Supports	Traci Wheeler	traci.wheeler@bakerk12.org	904-259-3367
Other (Enter Responsibility)			

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	0	0
Intervention teachers	82054.02	1
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps	0	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches		0
Intervention teachers	237966.90	3
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	0	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	0	
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	320020.91	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0	0	90	92

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

Baker County School District will improve literacy outcomes for VPK students through a data-driven approach focused on strengthening foundational early literacy skills. Student performance data, including FAST Star Early Literacy results and classroom-based assessments, will be reviewed to identify trends and areas requiring additional support.

To improve instructional effectiveness, the district will utilize classroom observation tools and coaching supports to strengthen teacher practices related to language development, oral communication, vocabulary acquisition, and early literacy instruction. Professional learning opportunities will be provided to ensure teachers implement evidence-based instructional practices aligned to Florida's Early Learning and Developmental Standards.

The district will continue to collaborate with regional and state partners to provide instructional resources, professional development, and ongoing support for VPK educators. Additionally, opportunities for teacher collaboration and planning will be embedded throughout the school year to promote consistency in instructional practices across classrooms.

These efforts will support improved student outcomes and ensure that VPK students develop the foundational literacy skills necessary for success in kindergarten and beyond.

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	13	10	60	65
1	18	15	63	65
2	19	15	54	60
3	16	12	61	65
4	9	8	65	67
5	15	10	58	61
6	11	9	58	61
7	24	20	54	60
8	19	15	54	60
9	19	15	53	60
10	18	15	57	60

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	District leaders will collect and review FAST progress monitoring data, district assessment data, classroom formative assessment data, intervention progress monitoring data, and classroom walkthrough data throughout the school year. FAST data will be reviewed following each progress monitoring window. District leaders meet monthly with K-5 School leaders to discuss current data.	School leaders will collect and review FAST progress monitoring data, grade-level assessment data, classroom formative assessment data, intervention progress monitoring data and classroom walkthrough data throughout the school year. School based leaders will review student progress at least monthly through school-based MTSS meetings and data chats with instructors.
Actions for continuous support and improvement	The district will provide ongoing support through ADA (Academics, Discipline, and Attendance) meetings with school-based teams. The district will provide literacy coaching, professional learning, classroom walkthroughs, collaborative planning, and data-driven instructional decision-making. District leaders will conduct regular school visits, provide feedback to administrators and teachers, and ensure alignment between instructional practices and evidence-based literacy expectations.	Schools will utilize MTSS problem-solving processes to identify students requiring additional support and to monitor the effectiveness of instructional interventions. School based leaders will conduct walkthroughs and provide teachers with feedback. The administrators will be active participants in PLCs to ensure the alignment of instructional practices and evidence-based literacy expectations. PLCs will meet weekly to collaboratively plan lessons using the B.E.S.T. benchmarks and vetted instructional resources. Each team submits curriculum maps and lesson plans to the school administration for review and support.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Middle school literacy data will include FAST progress monitoring results, course performance data, intervention progress	School based leaders will review FAST, course data, intervention progress monitoring, classroom assessments and

	monitoring, classroom assessments, and walkthrough observations. Data will be reviewed following each FAST administration and through monthly ADA meetings with school leadership teams. District staff and school administrators will collaborate to monitor implementation and student outcomes and adjust support as needed.	walkthrough data monthly. Continuous improvement efforts will focus on strengthening Tier 1 instruction, increasing student engagement with complex text, and providing targeted intervention supports for students performing below benchmark. District staff and school administrators will collaborate to monitor implementation and student outcomes and adjust support as needed.
Actions for continuous support and improvement	District level leaders will continue to meet with school-based leadership in monthly ADA meeting to discuss data and school needs. Professional learning communities will be a district expectation.	School leaders will work with district leaders to provide professional learning opportunities for teachers. Leaders will participate in PLCs for each grade/subject area.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	High school literacy monitoring will include FAST progress monitoring results, classroom assessment data, intervention progress monitoring, and graduation indicator data. Data reviews will occur following each FAST administration and at regular school and district leadership ADA monthly meetings.	Schools will utilize data to identify students requiring additional literacy support and intervention. School leaders will collect data from regular classroom walkthroughs and utilizing the coaching cycle to improve student engagement and classroom instruction. Reviews will take place in monthly meetings.
Actions for continuous support and improvement	District personnel will provide ongoing technical assistance, professional	School leaders will work with district leaders to provide professional learning

	learning, and instructional support to ensure implementation of evidence-based literacy practices aligned to the B.E.S.T. ELA Standards	opportunities for teachers. Leaders will participate in PLCs for each tested area.
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2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Based upon the District CERP Reflection Tool and a root-cause analysis of student performance data, the district identified opportunities to strengthen literacy leadership, improve consistency of evidence-based instructional practices, enhance intervention systems, and expand professional learning for instructional and administrative personnel.

Analysis of FAST achievement and progress monitoring data indicated the need for greater consistency in the implementation of Florida’s Formula for Reading Success and Florida’s Practice Profiles (BC-5) across grade levels and content areas. The district also identified a need to strengthen the monitoring of Tier 1 instruction and intervention effectiveness, particularly at the secondary level, to ensure students receive timely and targeted support based on identified literacy needs.

As a result, the CERP has been revised to increase the role of school-based literacy leadership teams in data analysis, action planning, and progress monitoring. Professional learning opportunities have been expanded to build educator capacity in explicit instruction, implementation of the B.E.S.T. ELA Standards, science of reading practices, and data-driven instructional decision-making. The plan has also been updated to more accurately reflect current intervention programs and supports being implemented across grade levels and to strengthen monitoring processes that ensure fidelity of implementation.

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

Principals monitor implementation of the district’s reading plan through classroom walkthroughs, lesson plan reviews, data meetings, and literacy leadership team meetings. Administrators conduct literacy-focused walkthroughs at least monthly using tools aligned to Florida’s Practice Profiles (BC-5) and Florida’s Formula for Reading Success to ensure the implementation of evidence-based literacy practices and standards-aligned instruction.

FAST data, classroom assessments, intervention progress monitoring, and MTSS documentation are reviewed regularly to evaluate instructional effectiveness, guide support for teachers, and ensure fidelity of implementation of the district’s literacy plan.

Weekly PLC meetings will be used to discuss and monitor lesson planning, curriculum mapping, data analysis, problem-solving for individual students and student growth throughout the year.

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

Principals monitor the collection and utilization of assessment data through regular data meetings with teachers, literacy coaches, and intervention personnel. FAST progress monitoring data, classroom assessment results, and intervention data are reviewed following each assessment cycle to identify student needs, monitor growth, and adjust instruction and interventions as needed.

Assessment data is used to support instructional planning, inform MTSS decisions, evaluate intervention effectiveness, and ensure students receive appropriate levels of support to meet literacy goals.

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.

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

The district's literacy coach model will be a primary focus of professional learning for school administrators during the 2026-2027 school year. In partnership with NEFEC, administrators will receive training on the district's coaching model and the effective implementation of Florida's Practice Profiles (BC-5) and Florida's Formula for Reading Success. Through weekly instructional walkthroughs, administrators will work alongside trainers to identify instructional strengths, areas for growth, and opportunities for coaching support.

Expectations for literacy coaches, including their roles, responsibilities, and priority activities, will be communicated through district leadership meetings, literacy leadership team meetings, professional learning sessions, and ongoing collaboration between district and school administrators. Peer-to-peer coaching and continuous improvement practices will be reinforced throughout the school year to ensure alignment with district literacy goals and to support effective literacy instruction in every classroom.

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

The district supports literacy coaches through ongoing professional learning, collaboration with district and school leaders, participation in literacy leadership meetings, and regular coaching support from district staff. Literacy coaches are provided with opportunities to analyze student data, collaborate with peers, attend state and regional trainings, and receive guidance on implementing evidence-based literacy practices aligned to district literacy goals.

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 literacy coaches in prioritizing high-impact activities by establishing clear expectations aligned to Florida's Practice Profiles (BC-5) and Florida's Formula for Reading Success. Coaches receive protected time in their schedules to engage in activities that directly influence instructional quality, including:

- conducting data analysis with teachers to establish student-centered goals;
- facilitating collaborative planning sessions focused on explicit, systematic instruction;
- modeling lessons and co-teaching to support implementation of evidence-based practices;
- providing targeted professional learning based on school-level and classroom-level needs; and
- supporting intervention planning and progress monitoring within the MTSS framework.

District leaders reinforce these priorities through monthly coaching meetings, ongoing communication with principals, and regular review of coaching logs to ensure coaches remain focused on instructional improvement rather than administrative tasks.

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

The district monitors implementation of the literacy coach model through multiple structures, including monthly district-coach meetings, school-based leadership meetings, and ongoing communication between coaches and administrators. District leaders review coaching schedules, coaching logs, and professional learning plans to ensure alignment with district expectations. Walkthrough data, teacher feedback, and student performance trends are also used to evaluate the extent to which coaches are supporting high-quality instruction. When needed, district staff provide additional guidance, modeling, or adjustments to ensure fidelity to the Just Read, Florida! coaching model.

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

The district measures the effectiveness of literacy coaches using multiple data sources, including the Instructional Personnel Evaluation System, teacher feedback, coaching logs, and evidence of improved instructional practices observed during walkthroughs. Student performance data—including FAST progress monitoring, district assessments, and intervention progress—are also used to evaluate the impact of coaching on student outcomes. Coaches demonstrating strong impact are identified as model practitioners and may support districtwide professional learning.

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?

The district's strategic plan aligns directly with Florida's Formula for Reading Success by prioritizing explicit, systematic, standards-aligned instruction for all students, including students with disabilities and English language learners. The district emphasizes the six components of reading, the four types of assessments, and the three tiers of instruction through professional learning, curriculum adoption, and MTSS structures. Teachers receive ongoing training in explicit instruction, scaffolding, differentiation, and corrective feedback. Students with disabilities and English language learners receive accommodations aligned to UDL principles, and intervention programs are selected to ensure access to multisensory, structured literacy aligned to the science of reading.

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

The district's public school PreK program uses a comprehensive approach aligned to Florida's Early Learning and Developmental Standards. Students are assessed using STAR Early Literacy, Teaching Strategies GOLD, and classroom-based observational tools. Instruction emphasizes oral language, phonological awareness, vocabulary development, and emergent literacy skills through explicit, play-based, and multisensory activities. Teachers use differentiated instruction and small-group rotations to meet individual needs, including accommodations for ESE students. The district provides coaching, professional learning, and collaboration with NEFEC to ensure high-quality instruction. Families receive resources and support to reinforce early literacy skills at home.

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

The district's PreK programs utilize Teaching Strategies GOLD, FCRR early literacy activities, Reading Eggs, and hands-on manipulatives to support early literacy development. Materials are aligned to state standards and include multisensory tools such as letter tiles, sound boxes, picture cards, and tactile writing materials. Teachers also incorporate thematic units, interactive read-alouds, and oral language routines to build foundational literacy skills.

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

VPK students identified with substantial early literacy deficiencies receive targeted small-group or individualized interventions focused on phonological awareness, oral language, vocabulary, and early phonics. Teachers use multisensory instructional routines, including sound-matching games, letter-sound activities, and interactive read-alouds. Progress is monitored regularly using STAR Early Literacy and teacher-created assessments. Families receive resources and strategies to support literacy development at home. Students may also be invited to participate in the district's Summer Bridge program.

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

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

The Decision Trees must contain the following information:

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

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

(A) ...an activity, strategy or intervention that –

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

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

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?
STAR CBM	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Diagnostic Assessment of Reading-Second Edition	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

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

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

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

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

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

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

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

Baker County School District utilizes a Multi-Tiered System of Supports (MTSS) framework to systematically identify students in grades K-3 who require supplemental or intensive reading interventions. The identification process is collaborative, data-driven, and occurs throughout the school year to ensure students receive timely instructional support. Placement into Tier 2 and Tier 3 interventions is never based on a single assessment. Instead, school-based MTSS teams use multiple sources of data, including universal screening results, progress monitoring data, diagnostic assessments, classroom performance, teacher observations, attendance, intervention history, and prior achievement data to make collaborative instructional decisions.

Universal Screening and Data Review

All K-3 students participate in universal screening using the Florida Assessment of Student Thinking (FAST) Progress Monitoring assessments and district-approved literacy assessments. Additional data sources include Star Early Literacy, Star CBM, classroom assessments, diagnostic assessments, and teacher observations. Following each universal screening window and at regularly scheduled MTSS and grade-level data meetings, teachers, interventionists, administrators, and other MTSS team members review student performance to identify students demonstrating reading difficulties, limited growth, or performance below grade-level expectations.

Grade-Level Identification Process

Kindergarten:

The MTSS process begins with the Kindergarten Readiness Checklist and Star Early Literacy to establish each student's baseline literacy skills. Students demonstrating deficits in foundational literacy skills receive targeted Tier 2 interventions in addition to core instruction. The MTSS team reviews screening data, classroom performance, teacher observations, and ongoing progress monitoring to determine each student's response to intervention. Students who continue to demonstrate significant reading deficiencies despite targeted support, including students performing below the 10th percentile on Star Early Literacy, are considered for Tier 3 intensive intervention.

Grades 1-2:

The MTSS team reviews each student's previous year's FAST ELA Progress Monitoring 3 results, retention history, current FAST and Star assessment data, classroom performance, teacher observations, and ongoing progress monitoring results. Students demonstrating below-grade-level performance or inadequate response to Tier 1 instruction are identified for Tier 2 interventions. The

team continues to review student progress at scheduled MTSS meetings to determine whether interventions should be maintained, adjusted, intensified, or discontinued.

Grade 3:

Identification begins with a review of each student's previous year's FAST ELA Progress Monitoring 3 results, with particular attention given to students who previously scored at Achievement Level 1 or Level 2. Current FAST assessment data, classroom performance, academic grades, progress monitoring results, intervention history, and teacher observations are reviewed to determine the need for additional support. Students demonstrating insufficient progress despite Tier 2 interventions are considered for Tier 3 services following a comprehensive review of intervention fidelity and student response.

MTSS Problem-Solving Process

Once a student has been identified as at risk, the MTSS team follows a structured problem-solving process to determine the most appropriate intervention. The team analyzes assessment results to identify specific skill deficits in the components of reading, reviews the effectiveness of Tier 1 instruction, identifies potential barriers to learning, and determines whether additional diagnostic assessments are needed. Using these multiple sources of data, the team develops an individualized intervention plan that identifies the targeted literacy skill(s), evidence-based intervention, frequency, duration, instructional group size, staff responsible for implementation, and progress monitoring schedule. All intervention plans are documented within the district's MTSS Plan of Action.

Tier 2 Intervention

Students identified as needing supplemental support receive evidence-based, targeted small-group instruction in addition to core reading instruction. Progress is monitored weekly or biweekly using Star CBM, FAST Progress Monitoring, teacher-created assessments, and other curriculum-based measures aligned to the student's identified skill deficits.

MTSS Review and Tier 3 Decision-Making

The MTSS team meets regularly to review each student's response to intervention by examining progress monitoring data, rate of improvement, classroom performance, attendance, and fidelity of intervention implementation. Teacher observations are considered alongside assessment results, classroom performance, intervention history, and progress monitoring data to support instructional decision-making. If the team determines that the student has not demonstrated adequate progress despite consistent implementation of Tier 2 interventions, the intervention plan is revised and the student may be placed into Tier 3.

Tier 3 interventions are individualized and delivered with increased intensity, frequency, and smaller instructional group sizes. Students demonstrating substantial reading deficiencies or characteristics of dyslexia may also be considered for intensive intervention based on the MTSS team's comprehensive review of multiple data sources.

Ongoing Progress Monitoring and Decision Making

The MTSS team continues to meet throughout the school year to review student progress and make instructional decisions. Based on student response to intervention, the team determines whether the

student should continue receiving the current level of support, return to Tier 1 with continued monitoring, or receive more intensive intervention. If a student demonstrates limited progress despite sustained Tier 3 interventions implemented with fidelity, the MTSS team may recommend a comprehensive evaluation to determine eligibility for exceptional student education services.

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

The district follows a structured, data-driven process within the MTSS framework to identify students who require additional academic support through Tier 2 or Tier 3 interventions. The process includes the following steps:

Universal Screening and Data Review: Students are screened using FAST assessments and other district and classroom-based assessment data. Teachers and school teams review achievement data, classroom performance, and observational data to identify students who may be at risk for reading difficulties.

DATA Review and Analysis by the MTSS Team: Grade-level MTSS teams meet regularly to review student performance data and students performing below benchmark, demonstrating skill deficits in one or more of the components of reading are identified for additional support. Diagnostic assessments may be utilized to determine specific areas of need. Students performing below benchmark, scoring at Level 1 or Level 2 on FAST assessments, demonstrating deficiencies in reading comprehension, vocabulary, or other literacy skills, or exhibiting a lack of adequate progress are identified for additional support.

Tier 2 Intervention: Students identified as needing supplemental support (score Level 1 or Level 2 on the FAST ELA PM3) receive targeted, evidence-based interventions aligned to their identified literacy needs. Progress monitoring data is collected regularly to evaluate student growth and intervention effectiveness.

MTSS Team Review: Student data is reviewed through MTSS meetings to evaluate progress and determine whether instructional adjustments or additional supports are needed. Decisions are based on assessment results, progress monitoring data, and teacher input.

Tier 3 Intervention: Students who demonstrate insufficient response to Tier 2 interventions or continue to perform significantly below grade-level expectations (Level 1 on FAST ELA PM3) are referred for intensive Tier 3 interventions. These interventions are individualized and provided with increased intensity and frequency.

Ongoing Progress Monitoring and Adjustment: Student progress is monitored regularly, and intervention plans are adjusted based on data. Parents are informed of intervention support and student progress, and MTSS teams continue to review outcomes to ensure students receive the support necessary to achieve grade-level literacy expectations.

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

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

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

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in grades K-3 who demonstrate characteristics of dyslexia. Identification begins with the review of FAST assessment data, STAR CBM Reading data, progress monitoring results, classroom performance, and teacher observations. Students demonstrating persistent difficulties with phonological awareness, phonics, decoding, encoding, word recognition, spelling, and reading fluency are referred for additional review.

School-based teams analyze multiple sources of data, including FAST results, STAR CBM Reading data, Diagnostic Assessment of Reading (DAR) results, classroom assessments, and progress monitoring data to determine whether a student exhibits characteristics of dyslexia. Parents are notified and involved in the development of intervention plans in accordance with state requirements.

Students identified as having characteristics of dyslexia receive intensive Tier 3 interventions utilizing explicit, systematic, cumulative, and multisensory instructional practices. UFLI is utilized to provide targeted intervention focused on foundational reading skills. Student progress is monitored regularly, and MTSS teams review data to adjust instruction and ensure students receive the level of support necessary to improve literacy outcomes.

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

The district utilizes STAR CBM Reading and the Diagnostic Assessment of Reading (DAR) as additional screening tools for students demonstrating characteristics of dyslexia.

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

Our district strives to ensure a comprehensive view of student proficiency and instructional health, teachers, administrators, literacy coaches, and school-based leadership teams regularly analyze a matrix of data points, including FAST assessment data, STAR CBM Reading data, district and classroom assessments, curriculum maps, lesson plans, teacher evaluations, and ongoing progress monitoring data.

Principals and instructional leaders conduct intentional classroom walkthroughs directly aligned to Florida's Practice Profiles (BC-5) and Florida's Formula for Reading Success to monitor standards-based instruction, student engagement, and the fidelity of evidence-based literacy practices. To build leadership capacity and ensure high-quality feedback, the district provides ongoing, targeted training for administrators on utilizing the instructional coaching cycle. This professional learning

equips leaders to effectively evaluate and support teachers across four critical domains: establishing structured classroom environments and management that maximize learning; ensuring core instruction aligns explicitly with the depth and rigor of standards-based instruction; monitoring the systematic delivery of evidence-based classroom instruction; and evaluating the use of high-leverage strategies that drive active student engagement.

Data chats, literacy leadership team meetings, and collaborative planning sessions are regularly utilized alongside these leadership walkthroughs to analyze student performance trends and identify instructional strengths and areas for improvement. When data indicates that students are not meeting grade-level expectations or that core instruction is not meeting the needs of at least 80 percent of students, school teams try to identify systemic barriers to student success. Targeted action steps are then deployed, which may include job-embedded instructional coaching, targeted professional learning, lesson study cycles, curriculum adjustments, increased leadership monitoring, and additional structured support for teachers.

The overall effectiveness of these actions is continuously reviewed through ongoing data analysis and follow-up classroom observations to guarantee continuous, sustainable improvement in Tier 1 literacy outcomes.

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

Our district utilizes the Multi-Tiered System of Supports (MTSS) framework to systematically evaluate and improve the effectiveness of Tier 2 interventions. In addition to all items monitored under Tier 1 instruction, students receiving Tier 2 support are assessed weekly or biweekly using valid and reliable tools such as STAR CBM, FAST, DIBELS, or curriculum-based measures. Progress monitoring focuses explicitly on the specific skill deficits targeted by the intervention.

To evaluate and improve Tier 2 effectiveness, the School-Based Leadership Team (SBLT) implements the following procedures:

- **Data Charting & Analysis:** Each student's progress data is collected, disaggregated, and charted over time to determine their precise rate of improvement. Trend lines and goal lines are actively compared against grade-level benchmarks and individual growth goals to evaluate if the student is making adequate progress.
- **Regular Review Cycles:** The MTSS SBLT meets monthly, or additionally as needed, to review student progress trends and evaluate overall intervention effectiveness.
- **Fidelity & Adjustments:** Administrators and literacy coaches conduct targeted walkthroughs during intervention blocks to ensure proper group size, time allocation, and explicit lesson delivery. When data trend lines indicate that a student or group is not responding adequately, the SBLT conducts a root-cause analysis to adjust group size, increase instructional intensity, modify the intervention strategy, or provide instructional coaching for the teacher.

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

To evaluate and improve Tier 3 effectiveness, the School-Based Leadership Team (SBLT) implements the following procedures:

- **Individualized Data Charting:** Because Tier 3 is highly individualized, each student's weekly progress data is collected and charted to establish a precise rate of improvement. The SBLT closely analyzes the trajectory of the student's trend line against their rigorous individual goal line and grade-level benchmarks to determine if the intensive intervention is successfully closing the achievement gap.
- **Frequent Review & Problem-Solving:** The MTSS SBLT meets monthly, or more frequently as needed, to review individual student data trajectories. If a student's trend line shows flat or inadequate progress after 4 to 6 weeks, the team immediately re-convenes to conduct a deeper root-cause analysis.
- **Fidelity & Intensification Adjustments:** Administrators and literacy coaches conduct weekly walkthroughs during Tier 3 blocks to ensure absolute fidelity to the intervention design. When progress is insufficient, the SBLT alters the intervention by further reducing the group size (ideally 1:1 to 1:3), increasing the daily instructional minutes, changing the intervention program to match a different processing deficit, or providing side-by-side instructional coaching for the interventionist.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Kindergarten: Score 50% or higher on the BCSD Kindergarten Readiness Checklist 1st – 5th Grades: Score a level 3 or higher on the previous year's FAST ELA PM3.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. ☐ Kindergarten: At least 80% of students maintain steady growth on current-year progress monitoring, scoring at or above the 40th percentile on the FAST Star Early Literacy / Star Reading assessments (PM1 and PM2) and maintaining a 75% or higher on classroom literacy tasks. ☐ Grades 1–5: At least 80% of students maintain an Achievement Level 3, 4, or 5 on the current year's FAST ELA Progress Monitoring windows (PM1 and PM2) and sustain a grade of 75% (C) or higher on standards-aligned classroom ELA assessments and report card grades.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption

Savvas: My View Literacy – K, 3-5	2021
McGraw Hill Education: Wonders – 1 st & 2 nd grades	2025
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: In addition to universal screening results, students in grades K–5 may be identified for Tier 2 intervention based on multiple sources of data. Additional performance criteria include performance below district-established benchmarks on STAR CBM or STAR Reading progress monitoring assessments; limited progress after receiving 4–6 weeks of high-quality Tier 1 instruction; deficits in foundational reading skills such as phonological awareness, phonics, decoding, encoding, oral reading fluency, or reading comprehension; and classroom assessment data indicating students are not meeting grade-level expectations. Teacher observations, work samples, and diagnostic assessment results, including the Diagnostic Assessment of Reading (DAR), are also considered when determining the need for supplemental intervention. School-based MTSS/Problem-Solving Teams review multiple data points to determine whether students are demonstrating adequate progress. Students who do not respond sufficiently to core instruction or who continue to perform below district-established benchmarks are provided with targeted Tier 2 intervention. Progress is monitored regularly to evaluate student response to intervention and to determine whether instructional support should be maintained, intensified, or adjusted. (Kindergarten): Kindergarten Readiness checklist and Star Early Literacy to provide a starting point for instruction. If students perform below grade level expectations on the kindergarten readiness skills test (69% or below), then Tier 2 interventions are provided. (1st – 5th Grades): Below the 40 PR initial STAR assessment, below Level 2 on the FAST ELA PM 1, and/or 69% or below on classroom weekly assessments.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: Kindergarten: Kindergarten Readiness checklist and Star Early Literacy is used to provide a starting point for instruction. If students perform below grade level expectations on the kindergarten readiness skills test (69% or below), then Tier 2 interventions are provided. 1st – 5th Grades: Below the 40th PR initial STAR assessment, below Level 2 on the FAST ELA PM1, and/or 69% or below on classroom weekly assessments.	
Number of times per week interventions are provided: 2 – 5 times per week	
Number of minutes per intervention session: 15 – 30 minutes	

Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Age of Learning – My Reading Academy	Moderate	On the state approved intervention list.
Saxon Phonics and Spelling	Not identified	On the state approved list.
Magnetic Reading	Moderate	
UFLI Foundations Toolbox	Not identified	UFLI Foundations Toolbox does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. 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 accurate, fluent reading (Strong Evidence). These recommendations are built into the program through explicit, systematic, and cumulative instruction that follows a structured literacy approach. UFLI Foundations incorporate phonemic awareness, phonics, blending, word work, irregular word instruction, encoding, and connected text reading through a consistent lesson routine designed to build automaticity and confidence in foundational reading skills. The district will support and monitor implementation of UFLI Foundations Toolbox by providing professional learning on the instructional routines and lesson components, conducting classroom walkthroughs and observations, reviewing implementation fidelity, analyzing student progress-

		monitoring data, and utilizing MTSS/Problem-Solving Team meetings to make data-based decisions regarding student response to intervention. Professional learning opportunities include initial UFLI Foundations training, ongoing coaching and support from instructional leaders, collaborative PLC discussions focused on effective foundational skills instruction, and follow-up professional learning sessions to ensure fidelity of implementation.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SPIRE Foundations	Not Identified	On the state approved list.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K12	Not identified	Summit K12 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (Strong Evidence). Recommendation 2: Integrate oral and written English language instruction into content-area teaching (Strong Evidence). Recommendation 3: Provide small-group instructional intervention to students struggling in literacy and English language development (Moderate Evidence). These recommendations are built into the program through explicit instruction in academic vocabulary, reading comprehension, listening, speaking, and writing using interactive, standards-aligned digital lessons, scaffolded supports, immediate feedback, and

		individualized learning pathways that strengthen students' language proficiency and literacy skills. The district will support and monitor implementation of Summit K12 through initial program training for teachers, ongoing instructional coaching, classroom observations, lesson plan reviews, MTSS/Problem-Solving Team meetings, and regular analysis of student progress-monitoring data and program usage reports to ensure fidelity of implementation and make data-based instructional decisions. Professional learning opportunities include initial Summit K12 program training, ongoing district and school-based coaching, collaborative PLC discussions focused on effective use of digital literacy supports, and follow-up professional learning sessions to strengthen implementation and ensure fidelity.
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For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.

Our district provides intensive, explicit, and systematic multisensory reading interventions to K-3 students exhibiting a substantial reading deficiency or characteristics of dyslexia utilizing **Saxon Phonics and Spelling** and the **UFLI Foundations Toolbox**. These programs engage visual, auditory, kinesthetic, and tactile (VAKT) modalities to strengthen orthographic mapping and phonic decoding. Through UFLI, students manipulate phonemes using concrete tools like magnetic letter tiles, write on wipe-off boards for immediate tactile-kinesthetic spelling application, and engage in auditory-visual blending drills using pocket charts and word-building mats.

Saxon Phonics integrates the Orton-Gillingham language triangle, utilizing systematic multi-sensory strategies such as coding words with visual markers (e.g., breves and macrons), finger-tapping sounds, and sky-writing to lock in letter-sound correspondences. These daily routines are tightly paired with controlled decodable texts where students physically track and read text to build automaticity, ensuring students with characteristics of dyslexia establish robust, multi-sensory neural pathways for reading success.

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Students who do not meet established expectations or benchmarks during the school year are prompted for intensive Tier 3 interventions based on the following performance criteria:

- **FAST/STAR Progress Monitoring Drop:** Any student whose score drops into or remains in the "Urgent Intervention" category (below the 10th percentile) on the current year's FAST

ELA or STAR Reading/Early Literacy assessments during Progress Monitoring windows (PM1 or PM2).

- **Inadequate Rate of Improvement (ROI):** Any student currently receiving Tier 2 targeted intervention whose charted progress data demonstrates a flat or descending trend line that falls significantly below their individual goal line over a 4-to-6 week period.
- **Severe Foundational Skill Deficits:** Diagnostic or curriculum-based measures (such as STAR CBM or DIBELS) identifying a critical, profound gap in foundational reading skills—specifically a substantial deficiency in phonemic awareness, phonics, or decoding that bars them from accessing Tier 1 text.
- **SBLT Referral & Data Disaggregation:** A student who exhibits zero academic growth on weekly or biweekly progress monitoring probes despite receiving documented, evidence-based Tier 2 interventions delivered with high fidelity.

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

Beginning of Year Data

Students in grades K–3 who demonstrate characteristics of a substantial reading deficiency are identified based on multiple data sources, including FAST assessments, STAR progress monitoring data, diagnostic assessments, classroom performance, and teacher observations. Students who meet the following criteria at the beginning of the school year are identified for intensive reading support:

Kindergarten: Students who score below 40% on the BCSD Kindergarten Readiness Checklist and score in the “Urgent Intervention” category (typically below the 10th–20th percentile) on the baseline FAST Star Early Literacy assessment.

Grades 1–2: Students who scored an Achievement Level 1 on the previous year’s FAST ELA PM3 assessment or who place in the “Urgent Intervention” category (below the 10th percentile) on baseline STAR Reading and/or STAR CBM assessments at the beginning of the school year.

Grade 3: Students who scored an Achievement Level 1 on the previous year’s FAST ELA PM3 assessment, including students who score below the 20th percentile on approved reading assessments and/or demonstrate significant reading deficiencies requiring intensive intervention in accordance with Florida statutory requirements.

Number of times per week interventions are provided: 5 times per week by other instructional staff.

Number of minutes per intervention session: 30 minutes

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)
UFLI Foundations Toolbox	Not identified	UFLI Foundations Toolbox does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:

		Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. 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 accurate, fluent reading (Strong Evidence). These recommendations are built into the program through the UFLI Foundations Toolbox’s explicit, systematic, and cumulative instructional resources that support foundational literacy instruction. The Toolbox provides teachers with structured resources for phonemic awareness, phonics, decoding, encoding, word recognition, and connected text practice. These resources are used to support the delivery of evidence-based reading instruction aligned to the science of reading and are integrated into classroom instruction and targeted reading interventions based on student needs. The district will support and monitor implementation of the UFLI Foundations Toolbox by providing professional learning on the effective use of the instructional resources, conducting classroom walkthroughs and observations, reviewing lesson implementation, analyzing student progress-monitoring data, and utilizing MTSS/Problem-Solving Team meetings to make data-based decisions regarding student needs and instructional adjustments. Professional learning opportunities include initial UFLI Foundations professional learning, ongoing coaching and support from instructional leaders, collaborative PLC discussions focused on foundational literacy instruction, and follow-up professional
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		learning sessions to ensure effective and consistent implementation of the resources.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System	Not identified	Unique Learning System (ULS) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to Students with Disabilities. Recommendation 1: Provide explicit instruction and frequent opportunities for students to practice literacy skills (Strong Evidence). Recommendation 2: Provide intensive and individualized instruction for students who demonstrate persistent literacy difficulties (Strong Evidence). Recommendation 3: Provide students with disabilities opportunities to engage with grade-level academic content and develop literacy skills through appropriate supports and accommodations (Strong Evidence). These recommendations are built into the program through Unique Learning System's standards-based, differentiated instructional design that provides accessible literacy instruction for students with disabilities. ULS incorporates systematic instruction, scaffolded supports, adapted text, visual supports, repeated practice opportunities, and individualized learning activities to develop literacy skills, comprehension, communication, and access to grade-level content. The program allows teachers to provide instruction aligned to individual student needs while supporting students' progress toward alternate academic standards and individualized education program (IEP) goals.

		The district will support and monitor implementation of Unique Learning System by providing professional learning for teachers and instructional staff, monitoring classroom implementation through observations and walkthroughs, reviewing lesson implementation and student work samples, analyzing student progress toward IEP goals and literacy outcomes, and utilizing MTSS/problem-solving processes to make data-based instructional decisions. Professional learning opportunities include initial ULS training, ongoing coaching and support from instructional leaders, collaboration through PLCs focused on effective instructional strategies for students with disabilities, and follow-up professional learning sessions to ensure effective implementation and fidelity of instructional practices.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K12	Not identified	Summit K12 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (Strong Evidence). Recommendation 2: Integrate oral and written English language instruction into content-area teaching (Strong Evidence). Recommendation 3: Provide small-group instructional intervention to students struggling in literacy and English language development (Moderate Evidence). These recommendations are built into the program through explicit instruction in academic vocabulary, reading comprehension, listening, speaking, and writing using interactive, standards-aligned digital lessons, scaffolded

		supports, immediate feedback, and individualized learning pathways that strengthen students' language proficiency and literacy skills. The district will support and monitor implementation of Summit K12 through initial program training for teachers, ongoing instructional coaching, classroom observations, lesson plan reviews, MTSS/Problem-Solving Team meetings, and regular analysis of student progress-monitoring data and program usage reports to ensure fidelity of implementation and make data-based instructional decisions. Professional learning opportunities include initial Summit K12 program training, ongoing district and school-based coaching, collaborative PLC discussions focused on effective use of digital literacy supports, and follow-up professional learning sessions to strengthen implementation and ensure fidelity.
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For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.

For K–3 students identified with a substantial reading deficiency or characteristics of dyslexia, the district provides explicit, systematic, and multisensory reading instruction through evidence-based structured literacy practices. Instruction actively engages the visual, auditory, kinesthetic, and tactile learning pathways to strengthen phonemic awareness, phonics, decoding, encoding, fluency, and word recognition skills.

Multisensory instructional strategies include:

- **Visual Strategies:** Students engage with visual representations of letters, sounds, words, syllable patterns, and spelling rules through sound walls, letter cards, phoneme-grapheme mapping, word-building activities, color coding, and teacher modeling of print patterns. Students visually analyze word parts, syllable types, and spelling patterns to strengthen recognition and automaticity.
- **Auditory Strategies:** Students practice listening for, identifying, segmenting, blending, and manipulating sounds in spoken words. Instruction includes activities such as phoneme isolation, oral blending, sound substitution, auditory discrimination, and verbal rehearsal of sounds and words to strengthen phonological and phonemic awareness.
- **Kinesthetic Strategies:** Students use movement and physical actions to reinforce learning, including tapping or counting sounds, arm blending, sky writing letters and words, finger

tracking during reading, and using gestures or motions to represent sounds, syllables, and word parts. These activities help students connect physical movement with reading and spelling skills.

- **Tactile Strategies:** Students engage in hands-on activities such as tracing letters and words in sand, using textured materials, manipulating letter tiles, building and changing words with manipulatives, and using sound boxes (Elkonin boxes) to represent phonemes and map sounds to letters.

The district incorporates these multisensory strategies within Tier 2 and Tier 3 interventions, including structured literacy interventions such as SPIRE Intensive Reading Intervention and foundational skills instruction supported through UFLI resources. Teachers provide explicit modeling, guided practice, immediate corrective feedback, and repeated opportunities for students to apply skills in reading and writing. Student progress is monitored through ongoing assessments, including FAST progress monitoring, STAR CBM, STAR Reading, diagnostic assessments, and MTSS data reviews to ensure instruction is adjusted based on student response.

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students

Schedule:

Students across the District who have been identified as having scored a level 1 on the Grade 3 FAST ELA PM3 not attaining a concordant score on the Star assessment, and not having met a good cause exemption, shall be invited to attend the Summer Reading Camp beginning on June 15, 2026, and will conclude on July 16th, 2026. The camps hours will be from 8:00 AM to 12:00 PM Monday through Thursday of each week.

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

Clear Fluency, Phonics for Reading, Focus on Reading, QuickReads: Whole Class do not meet strong, moderate, or promising levels of evidence; however, the following **What Works Clearinghouse (WWC) Practice Guide Recommendation(s)** support the instructional practices embedded within these materials: **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade** and **Providing Reading Interventions for Students in Grades 4–9. 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 accurate, fluent reading (**Strong Evidence**). **Recommendation 2:** Provide explicit vocabulary instruction and support students' understanding of academic language (**Strong Evidence**).

These recommendations were built into the instructional materials through explicit, systematic instruction in phonics, decoding, word analysis, fluency, vocabulary, and comprehension. The materials provide opportunities for students to receive targeted instruction, practice reading connected text, build reading accuracy and automaticity, and develop comprehension skills based on identified areas of need.

The district will support and monitor implementation of these instructional materials by providing teacher guidance and training, using student assessment data to determine instructional needs and groupings, conducting classroom observations, reviewing lesson implementation, monitoring student progress through STAR Reading, STAR CBM, and other district-approved progress monitoring tools, and utilizing MTSS/Problem-Solving Team meetings to make data-based instructional decisions. Professional learning opportunities include summer reading camp teacher training, support for evidence-based reading practices, fluency instruction, phonics and decoding strategies, comprehension instruction, and ongoing coaching to ensure effective implementation and fidelity.

Alternative Assessment Used:

After the Grade 3 FAST administration, students who do not score at least a level 2 are administered the STAR reading assessment before the end of school. Students who do not score at or above the 50% on STAR reading are invited to attend the Summer Reading Camp. The SAT-10 is administered at the end of the Summer Reading Camp as the second alternative assessment.

Additional Information (optional):

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

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

Grades 6-8

8. Grades 6-8 Assessments

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

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
			☒ Summative	

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Star Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
STAR CBM	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Diagnostic Assessment of Reading – Second edition	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CommonLit Benchmark Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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?
Common Benchmark Assessments (Teacher created)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

Our district utilizes a multi-tiered data screening process to systematically identify middle school students (Grades 6–8) requiring supplemental Tier 2 or intensive Tier 3 reading interventions. The primary universal screening tool is the Florida Assessment of Student Thinking (FAST) ELA Reading assessment. Students are initially flagged at the beginning of the school year using their previous year's FAST PM3 achievement levels or current-year FAST PM1/PM2 data. Students scoring at Level 2 are identified for Tier 2 targeted interventions, while students scoring at Level 1 are prioritized for intensive, individualized Tier 3 interventions.

To further pinpoint specific skill deficits, the School-Based Leadership Team (SBLT) disaggregates this data alongside secondary valid and reliable diagnostic tools, such as STAR Reading, STAR CBM, or curriculum-based placement screeners (e.g., IXL Real-Time Diagnostics). Students tracking in the "Strategic Intervention" bands (typically between the 11th and 39th percentiles) are matched with Tier 2 teacher-led small groups focusing on vocabulary building, advanced structural analysis, and comprehension strategies. Students tracking in the "Urgent Intervention" bands (below the 10th percentile), or who demonstrate critical gaps in multisyllabic decoding and oral reading fluency via diagnostics like the Core Phonics Screener, are placed directly into Tier 3 intensive reading interventions. The SBLT reviews this collective screening data at the start of the year and after each state progress monitoring window to ensure appropriate student placement and timely escalation of tier support.

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

Middle school teachers, literacy coaches, and administrators regularly review a comprehensive matrix of outcome data (FAST ELA PM1/PM2/PM3 and quarterly district common assessments) alongside implementation data (curriculum maps, lesson plans, and teacher evaluation metrics). Principals and instructional leaders conduct intentional classroom walkthroughs using Florida's Practice Profiles (BC-5) and Florida's Formula for Reading Success to monitor standards-based instruction, academic vocabulary acquisition, and student engagement across all core content areas. To ensure high-quality feedback, the district provides ongoing training for middle school

administrators on the instructional coaching cycle, emphasizing advanced comprehension strategies and disciplinary literacy techniques. Data chats, school-based literacy leadership team meetings, and bi-weekly Professional Learning Communities (PLCs) are used to analyze performance trends and ensure core instruction is meeting the needs of at least 80 percent of students.

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

To evaluate and improve Tier 2 effectiveness, the middle school Leadership Team assess weekly or biweekly using valid and reliable tools, such as Star CBM, FAST, or curriculum based measures. Monitoring focuses on specific skill deficits targeted by the intervention. Progress is measured against grade level benchmarks and individual growth goals set by the MTSS team. This is done through data collection and disaggregation of that data. Each student's progress data is charted over time to determine rate of improvement. Trend lines and goal lines are compared to evaluate whether the student is making adequate progress. The MTSS SBLT meets monthly to review student progress and intervention effectiveness.

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

To evaluate and improve Tier 3 effectiveness, the middle school School-Based Leadership Team (SBLT) implements the following procedures:

Individualized Data Charting: Because Tier 3 is highly individualized, each middle school student's weekly progress data is collected, disaggregated, and charted to establish a precise rate of improvement. The SBLT closely analyzes the trajectory of the student's trend line against their rigorous individual goal line and middle school grade-level benchmarks to determine if the intensive intervention is successfully closing the achievement gap.

Frequent Review & Problem-Solving: The MTSS SBLT meets monthly, or more frequently as needed, to review individual student data trajectories. If a middle school student's trend line shows flat or inadequate progress after 4 to 6 weeks, the team immediately re-convenes to conduct a deeper root-cause analysis.

Fidelity & Intensification Adjustments: Administrators and literacy coaches conduct high-frequency walkthroughs during Tier 3 blocks to ensure absolute fidelity to the intensive intervention design. When progress is insufficient, the SBLT alters the intervention by further reducing the group size, increasing the daily instructional minutes, changing the intervention program to match a different processing deficit, or providing side-by-side instructional coaching for the interventionist.

Grades 6-8 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data

Students must meet the following criteria at the beginning of the school year: Students scoring a level 3 or higher on the previous year's FAST ELA PM3 or scoring a level 2 or higher on the initial FAST ELA PM 1 for the current school year.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students scoring a Level 3 or higher or above the 41 st percentile on the FAST ELA PM1 and/or PM2, growth from one progress monitoring assessment to another, and/or student academic performance as measured by ELA Classroom averages from both formative and summative assessments (70% or higher) are the criteria applied to determine the sufficiency of Tier 1 instruction.	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas: My Perspectives, Florida – 6 th grade	2025
StudySync: Bring Literature to Life – 7 th & 8 th grades	2025
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students scoring below proficient (70%) on common benchmark assessments (teacher created), have a class average of 69% or below in ELA, and/or score below a level 2 on the current year's FAST ELA PM1 or PM2.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students scoring below proficient (70%) on common benchmark assessments (teacher created), have a class average of 69% or below in ELA, and/or score below a level 2 on the previous year's FAST ELA PM3.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 58 minutes Course(s) where interventions take place: M/J Intensive Reading 1 (1000010) M/J Intensive Reading 2 (1000012) M/J Intensive Reading 3 (1000014) M/J Language Arts 1 (1001010) M/J Language Arts 2 (1001040) M/J Language Arts 3 (1001070)		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Reading Fluency and Comprehension Instructional Practices	Not identified	Reading Fluency and Comprehension Instructional Practices do not meet strong, moderate, or promising levels of evidence as a stand-alone program; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the instructional practices: Providing Reading Interventions for Students in Grades 4–9 and Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation: Provide explicit instruction in reading comprehension strategies and support students in applying these strategies while reading text (Strong Evidence). Recommendation: Provide students with opportunities to practice reading connected text to build accuracy, fluency, and comprehension (Strong Evidence). Recommendation: Provide explicit instruction in academic vocabulary and the use of word-learning strategies to support understanding of complex text (Strong Evidence). These recommendations are built into the district’s instructional design through explicit, systematic routines that develop reading fluency, vocabulary, decoding, and comprehension skills for students receiving Tier 2 intervention in grades 6–8. Interventionists and classroom teachers implement the following evidence-based practices: • Advanced Decoding and Multisyllabic Word Analysis: Students receive explicit instruction in analyzing complex words by identifying prefixes, suffixes, syllable types, and vowel patterns. Students practice breaking words into meaningful parts, decoding unfamiliar words, and applying word-analysis strategies while reading grade-level text. • Informational Text Structure Instruction: Students are explicitly
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		taught to recognize and analyze common informational text structures, including cause/effect, compare/contrast, problem/solution, description, and sequence. Teachers use graphic organizers and text-based activities to help students identify relationships among ideas, organize information, and improve comprehension of complex texts. • Text Processing and Gist Routines: Teachers model strategies for active reading and comprehension monitoring by guiding students to pause at meaningful sections of text, identify the main idea, summarize key information, and determine the meaning of academic vocabulary. These routines support students in managing the cognitive demands of complex informational texts. • Text Discussion and Comprehension Strategies: Teachers explicitly model comprehension strategies, including monitoring understanding, making inferences, identifying key ideas, and applying fix-up strategies when comprehension breaks down. Students participate in structured, text-dependent discussions that require them to analyze vocabulary, cite evidence, and explain their thinking. The district will support and monitor implementation of these instructional practices by providing professional learning on adolescent literacy strategies, conducting classroom walkthroughs and observations, reviewing intervention plans and instructional practices, analyzing student progress-monitoring data, and utilizing MTSS/Problem-Solving Team meetings to make data-based decisions regarding student response to intervention. Professional learning opportunities include training on
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		evidence-based reading interventions, explicit vocabulary instruction, fluency-building strategies, comprehension instruction, text structure analysis, and ongoing coaching through PLCs and instructional support teams to ensure effective implementation and fidelity.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System	Not identified	Unique Learning System (ULS) does not meet strong, moderate, or promising levels of evidence as a stand-alone program; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the instructional practices embedded within the program: Providing Reading Interventions for Students in Grades 4–9 and Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation: Provide explicit vocabulary instruction and support students in applying word-learning strategies to understand complex text (Strong Evidence). Recommendation: Provide direct and explicit comprehension strategy instruction to improve students’ understanding of text (Strong Evidence). Recommendation: Provide intensive and individualized intervention for students who demonstrate persistent literacy difficulties (Strong Evidence). These recommendations are built into the program through Unique Learning System’s standards-based, differentiated instructional design that provides evidence-based literacy instruction for students with significant cognitive disabilities who are working toward Florida’s B.E.S.T. Exceptional Student Education (ESE) Access Points. ULS provides explicit, systematic instructional scaffolding through a gradual release of responsibility

		framework (“I Do, We Do, You Do”) and breaks complex literacy tasks into manageable steps. The program includes differentiated lesson options that allow students with varying academic, communication, and physical needs to access grade-level informational and narrative content with appropriate levels of support. ULS supports vocabulary development through visual and symbolic supports by pairing academic vocabulary with consistent visual representations to strengthen word meaning, comprehension, and communication. The program provides adapted texts and modified structures that reduce cognitive load while maintaining access to age-appropriate grade-level concepts. Students engage in structured text-based discussions through graphic organizers, leveled comprehension questions, and teacher-guided discussions that support comprehension monitoring, identifying key information, and using evidence from text to support responses. The district will support and monitor implementation of Unique Learning System by providing professional learning for ESE teachers and instructional staff, monitoring classroom implementation through observations and walkthroughs, reviewing lesson implementation and student work samples, analyzing student progress toward IEP goals and literacy outcomes, and utilizing MTSS/Problem-Solving Team processes to make data-based instructional decisions. Professional learning opportunities include initial ULS training, ongoing coaching and support from instructional leaders, collaboration through PLCs focused on literacy instruction for students with significant cognitive disabilities, and follow-up professional learning sessions to ensure
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		effective implementation and fidelity of instructional practices.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K12	Not Identified	ummit K12 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (Strong Evidence). Recommendation 2: Integrate oral and written English language instruction into content-area teaching (Strong Evidence). Recommendation 3: Provide small-group instructional intervention to students struggling in literacy and English language development (Moderate Evidence). These recommendations are built into the program through explicit instruction in academic vocabulary, reading comprehension, listening, speaking, and writing using interactive, standards-aligned digital lessons, scaffolded support, immediate feedback, and individualized learning pathways that strengthen students' language proficiency and literacy skills. The district will support and monitor implementation of Summit K12 through initial program training for teachers, ongoing instructional coaching, classroom observations, lesson plan reviews, MTSS/Problem-Solving Team meetings, and regular analysis of student progress-monitoring data and program usage reports to ensure fidelity of implementation and make data-based instructional decisions. Professional learning opportunities include

		initial Summit K12 program training, ongoing district and school-based coaching, collaborative PLC discussions focused on effective use of digital literacy supports, and follow-up professional learning sessions to strengthen implementation and ensure fidelity.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Based on student academic history, teacher recommendations, and current assessment data, students are identified for Tier 3 intervention when data indicates a need for more intensive, individualized support beyond Tier 1 instruction and Tier 2 interventions. Student data are reviewed by the MTSS School-Based Leadership Team (SBLT), which includes educators, interventionists, administrators, and parents, to determine appropriate intervention intensity and supports. Additional performance criteria that prompt consideration for Tier 3 intervention include: • Students performing significantly below grade-level expectations, including scores within the “Urgent Intervention” category on district-approved assessments (typically below the 10th percentile) or demonstrating a substantial gap from grade-level benchmarks. • Students scoring at Achievement Level 1 on FAST ELA assessments or demonstrating persistent performance below proficiency expectations on state and district assessments. • Students demonstrating minimal or no response to Tier 2 intervention, as evidenced by insufficient progress monitoring growth after receiving targeted, evidence-based intervention with fidelity. • Students who fail to demonstrate expected growth over multiple progress-monitoring data points, including limited improvement in foundational skills, fluency, vocabulary, reading comprehension, or written response skills. • Students who demonstrate persistent reading deficiencies through diagnostic assessments, classroom performance data, intervention records, and teacher observations. • Students requiring increased instructional intensity, including smaller instructional groups, increased frequency of intervention, extended instructional time, and/or more explicit and individualized instruction. The MTSS SBLT reviews multiple sources of data, including FAST assessments, STAR Reading, STAR CBM, diagnostic assessments, classroom assessments, progress-monitoring data, student work samples, and intervention documentation. The team uses this data to determine whether a student requires Tier 3 intervention, monitor response to intervention, and make data-based decisions regarding instructional adjustments, continued support, or movement between intervention tiers. .		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		

Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: Students are considered for Tier 3 intervention at the beginning of the school year based on a comprehensive review of multiple data sources. While students who score at Achievement Level 1 on the FAST ELA PM3 assessment from the previous school year and/or whose academic history indicates a persistent reading deficiency are prioritized for review, the MTSS School-Based Leadership Team (SBLT) analyzes additional data to determine the appropriate level and intensity of intervention. Beginning-of-year data sources used to inform Tier 3 placement include: • Previous year FAST ELA PM3 performance, including students scoring at Achievement Level 1 or demonstrating significant gaps in reading achievement. • STAR Reading and/or STAR CBM baseline assessment results, including students performing in the “Urgent Intervention” category or significantly below grade-level benchmarks. • Diagnostic assessment data to identify specific skill deficits in areas such as decoding, fluency, vocabulary, comprehension, and written response. • Previous intervention records, including student response to Tier 2 interventions, progress-monitoring data, intervention frequency, and documented growth. • Student academic history, including prior reading performance, retention history, previous reading deficiencies, and patterns of insufficient progress. • Classroom performance data, including teacher observations, common assessments, student work samples, and reading behaviors. • Relevant student support information, including IEP goals, ESE documentation, and accommodations, when applicable. The MTSS SBLT, including teachers, interventionists, administrators, and parents, reviews the body of evidence to determine whether a student requires Tier 3 intervention. Students demonstrating significant skill deficits, performance substantially below grade-level expectations, or limited response to previous interventions are provided intensive, individualized support. Progress is monitored regularly to determine student response and guide instructional adjustments.
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: M/J Intensive Reading 1 (1000010) M/J Intensive Reading 2 (1000012) M/J Intensive Reading 3 (1000014) M/J Language Arts 1 (1001010) M/J Language Arts 2 (1001040) M/J Language Arts 3 (1001070) Learning Strategies: 6-8 (7863090)
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)
UFLI Foundations Toolbox	Not identified	UFLI Foundations Toolbox does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. 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 accurate, fluent reading (Strong Evidence). These recommendations are built into the program through the UFLI Foundations Toolbox's explicit, systematic, and cumulative instructional resources that support foundational literacy instruction. The Toolbox provides teachers with structured resources for phonemic awareness, phonics, decoding, encoding, word recognition, and connected text practice. These resources are used to support the delivery of evidence-based reading instruction aligned to the science of reading and are integrated into classroom instruction and targeted reading interventions based on student needs. The district will support and monitor implementation of the UFLI Foundations Toolbox by providing professional learning on the effective use of the instructional resources, conducting classroom walkthroughs and observations, reviewing lesson implementation, analyzing student progress-monitoring data, and utilizing MTSS/Problem-Solving Team meetings to make data-based decisions regarding student

		needs and instructional adjustments. Professional learning opportunities include initial UFLI Foundations professional learning, ongoing coaching and support from instructional leaders, collaborative PLC discussions focused on foundational literacy instruction, and follow-up professional learning sessions to ensure effective and consistent implementation of the resources.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SUMMIT K12	Not identified	ummit K12 does not meet strong, moderate, or promising levels of evidence as a stand-alone program; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the instructional practices embedded within the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (Strong Evidence). Recommendation 2: Integrate oral and written English language instruction into content-area teaching (Strong Evidence). Recommendation 3: Provide small-group instructional intervention to students struggling in literacy and English language development (Moderate Evidence). These recommendations are built into the program through Summit K12's systematic, differentiated language and literacy

		instructional design. The program provides explicit instruction in academic vocabulary, listening, speaking, reading, and writing skills through scaffolded digital lessons, interactive activities, visual supports, immediate feedback, and individualized learning pathways. In grades 6–8, Summit K12 supports students in developing the academic language skills necessary to access complex grade-level texts, comprehend informational and literary content, and communicate ideas effectively across content areas. The district will support and monitor implementation of Summit K12 by providing professional learning for teachers and instructional staff, monitoring student usage and progress reports, reviewing student language and literacy growth data, conducting classroom walkthroughs, and utilizing MTSS/Problem-Solving Team meetings to make data-based decisions regarding student needs and intervention supports. Professional learning opportunities include initial Summit K12 training, ongoing coaching and support from instructional leaders, PLC collaboration focused on supporting academic language and literacy development, and follow-up professional learning sessions to ensure effective implementation and fidelity.

Grades 9-12

13. Grades 9-12 Assessments

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

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Star Reading	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Progress Learning	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Savvas: Analysis	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
End of Course Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other

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?
Diagnostic Assessment of Reading – 2 nd edition	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The district follows a structured, data-driven process within the MTSS framework to identify high school students (Grades 9–12) who require additional academic support through Tier 2 or Tier 3 interventions. The process includes the following steps:

Universal Screening and Data Review: Students are screened at the beginning of the school year using historical Florida Assessment of Student Thinking (FAST) ELA data (specifically the previous year's Grade 8, 9, or 10 FAST PM3 scores), current-year FAST PM1/PM2 data, and automated credit/gpa tracking systems. High school literacy teams, content-area teachers, and guidance counselors review achievement data, semester ELA grades, and classroom performance to identify students who are at risk of falling behind in core textual analysis or failing to meet state graduation literacy requirements.

Data Review and Analysis by the MTSS Team: Grade-level or departmental MTSS teams meet regularly to disaggregate student performance data. Students performing below benchmark—demonstrating significant skill deficits in advanced comprehension, academic vocabulary, or disciplinary literacy—are identified for additional support. Diagnostic tools, such as STAR Reading, high school curriculum-based screeners, or IXL Real-Time Diagnostics, are utilized to isolate specific areas of need. Students scoring at an Achievement Level 1 or Level 2 on the FAST ELA, or those missing critical high school reading benchmarks, are prioritized for tier placement.

Tier 2 Intervention: Students identified as needing supplemental support (scoring Level 2 on the FAST ELA, or high schoolers missing their baseline growth targets) receive targeted, evidence-based interventions aligned to their specific literacy needs. Instruction focuses heavily on complex text structures, academic vocabulary, and argument analysis. Progress monitoring data is collected biweekly or monthly to evaluate student growth, credit acquisition, and intervention effectiveness.

MTSS Team Review: Student data trajectories are systematically reviewed through high school MTSS meetings to evaluate progress and determine whether instructional adjustments, cross-curricular strategies, or additional tier supports are needed. Intervention placement decisions are

based strictly on progress monitoring trends, standardized assessment results, and content-area teacher input.

Tier 3 Intervention: Students who demonstrate insufficient response to Tier 2 interventions, exhibit an inadequate rate of improvement, or continue to perform significantly below grade-level expectations (persistently scoring Level 1 on the FAST ELA or demonstrating severe textual decoding/fluency gaps) are referred for intensive Tier 3 interventions. These interventions are highly individualized, provided with increased daily intensity and frequency, and are designed to rapidly close foundational gaps to help students achieve standard diploma graduation requirements.

Ongoing Progress Monitoring and Adjustment: Student progress is monitored regularly using valid and reliable secondary progress probes. High school intervention plans are dynamically adjusted based on trend line data. Parents are actively informed of the intervention support structure and their student's progress toward literacy benchmarks. MTSS teams continue to review academic outcomes to ensure students receive the intensive support necessary to achieve grade-level literacy proficiency and post-secondary readiness.

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

High school literacy leadership teams, department chairs, and administrators regularly analyze a comprehensive matrix of outcome data—including Grade 9 and 10 FAST ELA outcomes (PM1/PM2/PM3), SAT/ACT concordant data, quarterly district common benchmarks, and end-of-course (EOC) exam metrics—alongside implementation data such as instructional lesson plans and curriculum maps. High school administrators conduct routine, intentional classroom walkthroughs using Florida's Practice Profiles (BC-5) to monitor the implementation of rigorous, standards-aligned instruction, academic vocabulary acquisition, and active student engagement across all core content areas.

Data chats, departmental meetings, and weekly subject-area Professional Learning Communities (PLCs) are leveraged to evaluate performance trends and ensure that core instruction successfully meets the needs of at least 80 percent of the student population. When core data falls below this 80% benchmark within a specific grade level, course, or demographic subgroup, school teams execute a root-cause analysis to identify structural, curricular, or instructional gaps. Targeted action steps—including job-embedded instructional coaching, cross-curricular literacy professional learning (focusing on writing-to-learn and dense informational text processing), lesson study cycles, and real-time curriculum map adjustments—are deployed. These adjustments are continuously monitored through ongoing data disaggregation and follow-up walkthroughs to ensure high-quality Tier 1 secondary literacy outcomes and graduation readiness.

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

Our district utilizes the Multi-Tiered System of Supports (MTSS) framework to systematically evaluate and improve the effectiveness of Tier 2 interventions in Grades 9–12. In addition to all

items monitored under Tier 1 instruction, high school students receiving Tier 2 support are assessed biweekly or monthly using valid and reliable progress monitoring tools, such as STAR Reading, FAST achievement probes, or program-specific curriculum-based measures. This progress monitoring focuses explicitly on the advanced secondary literacy deficits targeted by the intervention, such as academic vocabulary acquisition, complex informational text structures, and reading stamina.

To evaluate and improve Tier 2 effectiveness, the high school School-Based Leadership Team (SBLT) implements the following procedures:

Data Charting & Analysis: Each student's progress data is collected, disaggregated, and charted over time to determine their precise rate of improvement. Trend lines and goal lines are actively compared against high school grade-level benchmarks, individual growth goals, and state graduation targets to evaluate if the student is making adequate progress toward closing the achievement gap.

Regular Review Cycles: The high school MTSS SBLT meets monthly, or additionally as needed, to review student progress trends, monitor credit earning, and evaluate overall intervention effectiveness across departments.

Fidelity & Adjustments: Administrators and literacy coaches conduct targeted walkthroughs during scheduled intervention blocks to ensure adherence to proper group size, time allocation, and explicit lesson delivery. When data trend lines indicate that a high school student or specific group is not responding adequately, the SBLT conducts a root-cause analysis to alter the intervention by adjusting group size, increasing instructional intensity, modifying the reading strategy, or providing instructional coaching for the teacher.

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

In addition to Tier 1 and Tier 2 monitoring protocols, high school students receiving Tier 3 support are assessed weekly or biweekly using highly sensitive, valid, and reliable diagnostic tools such as STAR CBM, FAST probes, or program-specific curriculum-based measures. Progress monitoring focuses strictly on the student's primary, foundational skill deficits, such as advanced multisyllabic decoding, core oral reading fluency, or critical text-processing blocks that prevent them from passing state graduation assessments.

To evaluate and improve Tier 3 effectiveness, the high school School-Based Leadership Team (SBLT) implements the following procedures:

Individualized Data Charting: Because Tier 3 is highly individualized, each high school student's progress data is collected, disaggregated, and charted to establish a precise rate of improvement. The SBLT closely analyzes the trajectory of the student's trend line against their rigorous individual goal line and state concordant benchmarks (e.g., ACT/SAT target pathways) to determine if the intensive intervention is successfully closing the achievement gap.

Frequent Review & Problem-Solving: The high school MTSS SBLT meets monthly, or more frequently as needed, to review individual student data trajectories. If a student's trend line shows

flat or inadequate progress after 4 to 6 weeks, the team immediately re-convenes to conduct a deeper root-cause analysis.

Fidelity & Intensification Adjustments: Administrators and literacy coaches conduct high-frequency walkthroughs during Tier 3 blocks to ensure absolute fidelity to the intensive intervention design. When progress is insufficient, the SBLT alters the intervention by further reducing the group size, increasing the daily instructional minutes, changing the intervention program to match a different processing deficit, or providing side-by-side instructional coaching for the interventionist.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Grades 9 and 10: Students scoring a Level 3 or higher on the previous year's FAST ELA PM3 or scoring a level 2 or higher on the initial FAST ELA PM3 For the current school year. For students in grades 11–12, Tier 1 core reading instruction is provided to students who demonstrate grade-level literacy performance and adequate progress based on multiple sources of data. The overarching criteria for Tier 1 placement is that students have met state assessment graduation requirements for ELA and demonstrate the ability to successfully access grade-level curriculum without supplemental reading intervention. Beginning-of-year data sources used to support Tier 1 placement include prior year FAST ELA PM3 performance, district assessments, classroom-based assessments, diagnostic or screening data when applicable, course performance, student work samples, teacher observations, and previous intervention records. Students who demonstrate proficiency, maintain expected progress, and do not exhibit significant reading deficiencies in areas such as fluency, vocabulary, comprehension, or overall literacy skills will continue with Tier 1 instruction. Students who do not meet these criteria are reviewed through the MTSS process to determine the need for additional reading intervention and support.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Tier 1 instruction is considered sufficient when at least 80% of students are scoring: 1. At least 70% on Progress Monitoring Assessments 2. At least 70% for class grades. 3. FAST achievement level 3 on the FAST ELA PM3 assessment from the previous school year.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas: My Perspectives, Florida	2025

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Tier 1 instruction is considered insufficient and requires the addition of Tier 2 interventions when a student is scoring: 1. Below 70% on Progress Monitoring Assessments created by teachers using Savvas and Progress Learning. 2. Below 70% for class grades. 3. Below FAST achievement level 3 on the FAST ELA PM3 assessment from the previous school year.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data Students who meet the following criteria at the beginning of the school year: Students are identified for Tier 2 reading intervention using multiple data sources in combination. Students may qualify based on any one indicator or a pattern of need across multiple indicators, including scoring below 70% on common benchmark assessments through Progress Learning, have a failing class average (59%) in English Language Arts, and/or score below a level 2 on the previous year's FAST ELA PM3. School-based MTSS teams review all available data to determine the need for Tier 2 intervention and ensure students receive appropriate support.		
Number of times per week interventions are provided: 3 Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: Intensive Reading 1 – 4 (1000412), (1000414), (1000416), (1000418) Learning Strategies 9-12 (7963080)		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Fluency and Comprehension Instructional Practices	Not identified	Reading Fluency and Comprehension Instructional Practices do not meet strong, moderate, or promising levels of evidence as a stand-alone program; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the instructional practices: Improving Adolescent Literacy: Effective Classroom and Intervention Practices and Providing Reading Interventions for Students in Grades 4–9. Recommendation: Provide explicit vocabulary instruction and support students in applying word-learning

		strategies to understand complex text (Strong Evidence). Recommendation: Provide explicit comprehension strategy instruction to improve students' understanding and analysis of text (Strong Evidence). Recommendation: Provide students with opportunities to engage in discussion and apply comprehension strategies while reading complex text (Strong Evidence). These recommendations are built into the district's Tier 2 reading instructional practices through explicit, teacher-led routines designed to strengthen reading fluency, vocabulary, and comprehension for students in grades 9–12. Instruction targets the demands of complex secondary texts through the following evidence-based practices: explicit instruction in academic and domain-specific vocabulary (Tier 2 and Tier 3 words), contextual vocabulary strategies, structural analysis using prefixes, suffixes, Greek and Latin roots, and morphology to support understanding of technical and complex terms. Students are explicitly taught to analyze informational text structures, including cause/effect, compare/contrast, problem/solution, and chronological sequence, using text-specific graphic organizers to identify relationships among ideas, evaluate author purpose, and organize information. Teachers facilitate evidence-based, text-dependent discussions in which students analyze text, make inferences, support interpretations with direct text evidence, and develop written and oral responses aligned to grade-level standards and graduation assessment expectations. The district will support and monitor implementation of these instructional practices by providing professional learning on adolescent literacy strategies, conducting classroom walkthroughs and observations,
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		reviewing instructional plans and student work samples, analyzing student progress-monitoring data, and utilizing MTSS/Problem-Solving Team meetings to make data-based decisions regarding student response to intervention. Professional learning opportunities include training on explicit vocabulary instruction, comprehension strategy instruction, complex text analysis, evidence-based discussion practices, and ongoing coaching through PLCs and instructional support teams to ensure effective implementation and fidelity.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students in grades 9–12 are considered for Tier 3 intervention when multiple sources of data indicate that they are not making adequate progress with Tier 1 instruction and Tier 2 reading supports. Additional performance criteria that prompt consideration for Tier 3 intervention include students performing significantly below grade-level expectations on state, district, and classroom assessments; students scoring at Achievement Level 1 on FAST ELA assessments or demonstrating continued difficulty meeting graduation assessment requirements; students demonstrating limited or no response to evidence-based Tier 2 interventions, as evidenced by progress-monitoring data collected over time; and students who continue to demonstrate significant deficits in reading fluency, vocabulary, comprehension, or the ability to analyze complex grade-level text. Additional indicators include declining academic performance, unsuccessful completion of ELA coursework, diagnostic assessment results identifying persistent skill gaps, teacher observations, and student work samples demonstrating difficulty accessing grade-level literacy tasks. The MTSS/Problem-Solving Team reviews multiple data sources, including FAST assessments, district assessments, progress-monitoring data, intervention records, classroom performance, and diagnostic information, to determine the need for intensified Tier 3 support. Students identified for Tier 3		

receive more intensive, individualized instruction with increased frequency, smaller instructional groupings, and targeted skill development based on identified reading needs.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students are identified at the beginning of the school year for the addition of Tier 3 interventions when any of the following occur: 1. Student consistently scores a level 1 on the FAST ELA PM assessments. 2. Student consistently fails multiple classes with a 59% or below, that depend on reading skills despite attempting classwork and assessments.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 50 minutes Course(s) where interventions take place: Intensive Reading 1 -4 Intensive Reading 1 – 4 (1000412), (1000414), (1000416), (1000418) Learning Strategies (7963080)		
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)
Repeated Reading	Not Identified	Repeated Reading does not meet strong, moderate, or promising levels of evidence as a stand-alone program; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the instructional practice: Providing Reading Interventions for Students in Grades 4–9 and Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation: Provide opportunities for students to practice reading connected text to build accuracy, fluency, and comprehension (Strong Evidence). Recommendation: Provide explicit instruction and opportunities for students to practice applying reading skills with feedback and support (Strong Evidence). These recommendations are built into the instructional practice through repeated

		opportunities for students to read grade-level appropriate text multiple times with teacher modeling, guided practice, corrective feedback, and progress monitoring. Repeated Reading supports reading fluency by improving accuracy, automaticity, and expression while increasing students' ability to focus cognitive attention on comprehension. Teachers select texts based on student instructional needs and provide explicit modeling of fluent reading, opportunities for supported practice, and feedback to improve reading performance. The district will support and monitor implementation of Repeated Reading by providing professional learning on evidence-based fluency instruction, monitoring classroom implementation through walkthroughs and observations, reviewing student reading data and intervention records, and utilizing MTSS/Problem-Solving Team meetings to make data-based decisions regarding student progress and instructional adjustments. Professional learning opportunities include training on fluency-building strategies, effective repeated reading routines, progress-monitoring practices, and ongoing coaching through PLCs and instructional support teams to ensure effective implementation and fidelity.
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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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		

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

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

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

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

Name of Professional Learning	Target Audience	Description
The Instructional Coaching Cycle	Administrators, Coaches	Administrators and Coaches will participate in monthly district led, and supported by NorthEast Florida Consortium, meetings that focus on data, side-by-side coaching models, explicit instruction and other needs.
Data Literacy and Management	Administrators, Coaches	Administrators and coaches will be trained on disaggregating and charting data to build continuity within the district on accurate trends and goals for intervention.
Walkthrough Tools and Monitoring	Administrators	Administrators will engage professional learning on classroom walkthroughs and evidence based look-fors in Tier 1 instruction.
ELA Standards Alignment	ELA instructors K-12	Teachers will collaboratively work through the B.E.S.T. ELA standards and how to effectively implement instructional strategies that align with the FAST.
Getting to the Root of Rigor	K-12 instructors	Professional Development for instructors focusing on the FAST type questions and content will equip educators with the skills to design grade-level appropriate questions in all subject.
Student Engagement Techniques	K-12 instructors	Professional Learning will center on student engagement techniques that emphasize the

		importance of student talk and students taking responsibility for learning.
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. District-Provided Reading Endorsement Pathways: The district reimburses all operational costs for state-approved Reading Endorsement competency courses (Competencies 1–5). These courses are made accessible to all classroom teachers, exceptional student education (ESE) teachers, and certified PreK instructors. State Literacy Micro-Credential Sponsorship: The district supports eligible instructional personnel through Florida’s Literacy Micro-Credentials via state-approved providers (e.g., UF Flamingo Literacy Matrix). Certified PreK teachers and primary educators are actively channeled into the <i>Emergent Literacy Micro-Credential</i>, while middle and high school teachers are funneled into the <i>Secondary Literacy Micro-Credential</i>. Comprehensive Data-Driven Incentives: To accelerate credential acquisition, the district allocates a designated portion of its FEFP reading funding toward direct financial incentives. Stipends and performance bonuses are awarded to K–12 instructional personnel and certified PreK teachers upon their official completion and documentation of the Florida Reading Endorsement, a state Reading Certification, or a completed Literacy Micro-Credential.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Our district regularly reviews student data—including FAST ELA, STAR, and classroom assessments—to figure out exactly where teachers need tailored support. Instead of a "one-size-fits-all" approach, we use these real-time student results to adjust our professional development in two distinct ways: Differentiated Support (Based on Specific Needs) When data shows a specific classroom or grade level is struggling with a particular skill, we tailor our support immediately: • Targeted Coaching: Instructional coaches or NEFEC support staff step in to provide short training sessions focused strictly on that specific reading strategy. • PLC Collaboration: Teachers use their regular professional learning communities (PLCs) to study data together, share best practices, and learn new ways to manage small-group instruction. 2. Intensified Support (Escalation for Higher Need) If student progress remains flat or drops over a 4-to-6-week period, the school team steps in to quickly intensify professional learning for that teacher: • More Frequent Coaching: Coaches increase their visits from occasional check-ins to high-frequency weekly support.		

- **Model Lessons & Co-Teaching:** Coaches get into the classroom to model live lessons with students, co-teach alongside the instructor, and provide immediate feedback.
- **Collaborative Planning:** The teacher and coach sit down for mandatory, step-by-step lesson planning to ensure the instructional materials are being delivered effectively.

Mentor Teachers

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

Mentor teachers are identified based on instructional expertise, leadership qualities, and recommendations from administrators or colleagues. Model classrooms will be established in these teachers' rooms to showcase effective, standards – aligned instruction and best practices associated with the BS-5. These classrooms will be utilized for peer observations, coaching, and learning walks to support ongoing professional growth across the school. Mentor teachers will be identified by the administration to work through the coaching process in order to be available to coach other teachers. Baker County School District will be working with Florida Gateway College to train teachers in Clinical Education to become mentors for our new teachers.

Professional Learning Time

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

The district has set the expectation for PLCs to meet weekly as a school team. The district has built into the calendar 8 PLC days for extra PLC time to collaborate.

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
NA		

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

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

Our district firmly believes that a strong partnership between home and school is essential for student reading success. We actively engage families through a clear, supportive process that keeps them informed and equipped to help their child grow.

Timely Notification of Reading Deficiencies: When a student is identified as having a reading deficiency based on FAST ELA scores, STAR assessments, or classroom data, the school sends home a clear, parent-

friendly notification. This letter explains exactly where the student is struggling (such as decoding, vocabulary, or comprehension) and outlines the specific intervention support they will receive during the school day.

Providing Home Literacy Resources: We don't just tell parents where their child is struggling; we provide them with the tools to help. Schools distribute easy-to-use home literacy strategies and activities aligned with the Science of Reading. For younger students, this might include phonics games or syllable-counting activities. For older students, it focuses on talking about text meaning and building vocabulary.

Regular Progress Updates: Parents are treated as active members of the MTSS problem-solving team. We share progress monitoring data regularly through parent-teacher conferences, report card notes, and intervention check-ins. This keeps families updated on whether their child's reading "trend line" is moving toward grade-level benchmarks.

Community and School Literacy Events: Throughout the year, schools host family literacy nights and workshops. These events give coaches and teachers a chance to model simple reading strategies in person, showing parents how to turn everyday reading at home into a powerful learning tool.

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).

Our district actively collaborates with state initiatives and coordinates localized, targeted community programs to increase support for families to engage in literacy activities and reading at home.

New Worlds Reading Initiative Partnership: The district fully participates in Florida's **New Worlds Reading Initiative** to deliver high-quality, hardcopy books and evidence-based literacy activities directly to the doorsteps of eligible multi-grade students reading below grade level. Schools actively identify qualifying students, assist families with the enrollment process, and provide corresponding parent workshops that model how to implement the initiative's reading strategies at home.

Community Family Reading Nights: To explicitly address equity and remove barriers for families facing transportation issues, the district hosts Community **Family Reading Nights** directly within local neighborhoods, community centers, or regional hubs rather than solely at centralized school sites. These events bring literacy coaches, teachers, and resources directly to families. During these neighborhood events, educators model simple, actionable Science of Reading strategies—such as dialogic reading and interactive vocabulary games—while providing parents with free books and take-home literacy kits to build vibrant home libraries.

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

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

The district prioritizes the assignment of highly effective teachers in kindergarten through grade 3 by implementing a strategic and equitable placement process aligned with s.1012.34(2)(e), FS. This statute defines highly effective teachers based on performance evaluations that include student performance data,

instructional practice, and professional responsibilities. To support early literacy and foundational skills, the district gives priority to placing these top-performing educators in K-3 classrooms, particularly in schools with historically low achievement or high numbers of students in need of intensive reading instruction. The district also monitors the distribution of highly effective teachers to ensure compliance with state law and equity across campuses, using staffing data and evaluation results to inform hiring and transfer decisions. Processes include annual educational leader meetings in the month of June to analyze student performance at the district, school and classroom levels. From these analysis, principals meet with school site teams and instructors to shift teaching assignments to comply with this statute.

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

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

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

CD	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.
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CD	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.
CD	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
CD	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
CD	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): <i>Carrie Dupson</i>	
Signature: <i>Carrie Dupson</i>	Date: <i>6/15/2026</i>