

## 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	Melissa Hancock	<a href="mailto:mhancock@gulf.k12.fl.us">mhancock@gulf.k12.fl.us</a>	850-229-6940
Data Element	Donna Thompson	<a href="mailto:dthompson@gulf.k12.fl.us">dthompson@gulf.k12.fl.us</a>	850-227-4233
Third Grade Promotion	Melissa Hancock	<a href="mailto:mhancock@gulf.k12.fl.us">mhancock@gulf.k12.fl.us</a>	850-229-6940
Multi-Tiered System of Supports	Renee Lynn	<a href="mailto:rlynn@gulf.k12.fl.us">rlynn@gulf.k12.fl.us</a>	850-229-6940
Assessment	Tracy Bowers	<a href="mailto:tbowers@gulf.k12.fl.us">tbowers@gulf.k12.fl.us</a>	850-229-6940

### 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.*

<b>Comprehensive System of Reading Instruction Expenditures</b>	<b>Amount</b>	<b>FTE (where applicable)</b>
<b>Elementary Expenses</b>		
Literacy coaches	<b>50,000.00</b>	<b>.5</b>
Intervention teachers	<b>180,000.00</b>	<b>2</b>
Scientifically researched and evidence-based supplemental instructional materials	<b>30,000.00</b>	
Third grade summer reading camps	<b>12,000.00</b>	
Summer reading camps	<b>0</b>	
<b>Secondary Expenses</b>		
Literacy coaches	<b>50,000.00</b>	<b>.5</b>
Intervention teachers	<b>50,000.00</b>	<b>.5</b>
Scientifically researched and evidence-based supplemental instructional materials	<b>10,000.00</b>	
<b>PreK-Grade 12 Expenses</b>		
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	<b>20,000.00</b>	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	<b>0</b>	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	<b>0</b>	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	<b>0</b>	
Tutoring programs to accelerate literacy learning	<b>0</b>	
Family engagement activities	<b>2,000.00</b>	
<b>Other – Please Describe (Add additional rows as needed.)</b>		
<b>Estimated Sum of Expenditures</b>	<b>\$404,000.00</b>	

### 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).**

<b>FAST</b>				
<b>Grade</b>	<b>Previous School Year – % of Students Scoring</b>	<b>Goal for Plan Year – % of Students Scoring</b>	<b>Previous School Year – % of Students Scoring</b>	<b>Goal for Plan Year – % of Students Scoring</b>
	<b>Urgent Intervention &lt;10<sup>th</sup> percentile</b>	<b>Urgent Intervention &lt;10<sup>th</sup> percentile</b>	<b>At &amp; Above Benchmark 40<sup>th</sup> percentile &amp; above</b>	<b>At &amp; Above Benchmark 40<sup>th</sup> percentile &amp; above</b>
<b>VPK</b>	0%	0%	92%	97%

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

Gulf District Schools will improve literacy outcomes for VPK students by using performance data to provide timely, targeted interventions aligned with the Florida Early Learning and Developmental Standards. VPK students identified with substantial deficiencies in early literacy—based on STAR Early Literacy and the Gulf Kindergarten Readiness Screener—will receive small group instruction focused on foundational skills, including oral language, phonological awareness, and print concepts.

To support improvement, the district will implement the Frog Street Pre-K curriculum as Tier 1 instruction and supplement it with the Heggerty Phonological Awareness Curriculum to ensure explicit and systematic instruction in phonemic awareness. Multisensory strategies will be used to engage all learners, including those with developmental delays or language barriers.

Instructional adjustments will be made based on regular progress monitoring, and families will receive communication and at-home literacy resources to reinforce skill development. These coordinated efforts—driven by assessment data and aligned to the Science of Reading—are designed to close early literacy gaps and support school readiness for all PreK learners.

**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
<b>K</b>	13%	10%	65%	70%
<b>1</b>	24%	10%	58%	70%
<b>2</b>	24%	10%	48%	60%
<b>3</b>	23%	10%	48%	60%
<b>4</b>	34%	15%	39%	60%
<b>5</b>	19%	15%	55%	60%
<b>6</b>	18%	15%	45%	60%
<b>7</b>	16%	15%	52%	60%
<b>8</b>	23%	15%	50%	60%
<b>9</b>	22%	15%	52%	60%
<b>10</b>	19%	15%	52%	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	The district conducts monthly reviews of FAST ELA, STAR Early Literacy, STAR CBM, Benchmark Advance assessments, and UFLI data. District	Principals and school-based leadership teams conduct monthly data meetings to evaluate student performance assessments and adjust instructional strategies.

	<p>instructional leadership collaborates with school MTSS teams to identify trends and areas for instructional improvement. Learning walks using Literacy Practice Profiles provide qualitative data on Tier 1 instruction to inform district support and coaching cycles.</p>	<p>Universal Learning Walks and classroom observations are conducted to monitor fidelity and quality of Tier 1 implementation.</p>
<p>Actions for continuous support and improvement</p>	<p>Schools receive support in strengthening Tier 1 instruction and implementing interventions. High-need grade levels are prioritized for additional walkthroughs and coaching.</p>	<p>Schools hold monthly MTSS meetings and grade-level or department PLCs to analyze assessment data, monitor student progress, and plan responsive instruction.</p> <p>Instructional coaching, focused professional learning, and curriculum adjustments are implemented based on data trends and identified needs. Frequent formative assessments are used to guide instructional decisions and provide targeted remediation on specific benchmarks.</p> <p>School leaders and literacy leadership teams monitor the effectiveness and fidelity of Tier 1 and intervention instruction through lesson reviews, Universal Learning Walks, and walkthroughs guided by the Literacy Practice Profiles, ensuring high-impact practices are consistently implemented.</p>
<b>Grades 6-8</b>	<b>District Level</b>	<b>School Level</b>
<p>Data that will be collected and frequency of review</p>	<p>District staff meets monthly with school MTSS teams to review FAST, curriculum-based assessments (Savvas MyPerspectives), Read 180, IXL, and DAR data. Data reviews focus on students not making the expected progress in Tier 1, prompting deeper problem-</p>	<p>Schools hold monthly MTSS meetings and grade-level PLCs to analyze assessment data and plan instruction. Literacy leadership teams guide decisions regarding core instruction and interventions. School leaders monitor fidelity through</p>

	<p>solving and coaching support. Literacy Practice Profiles are used during learning walks to calibrate expectations and guide professional learning.</p>	<p>walkthroughs and lesson reviews.</p>
<p>Actions for continuous support and improvement</p>	<p>The district provides ongoing instructional coaching and professional development focused on improving Tier 1 instruction and responding effectively to student data. Support includes the use of scaffolded comprehension resources from Ashley Doty and the implementation of Literacy Practice Profiles to strengthen reading comprehension instruction and promote high-impact, standards-aligned practices across schools.</p>	<p>Schools hold monthly MTSS meetings and grade-level or department PLCs to analyze assessment data, monitor student progress, and plan responsive instruction. Instructional coaching, focused professional learning, and curriculum adjustments are implemented based on data trends and identified needs. Frequent formative assessments are used to guide instructional decisions and provide targeted remediation on specific benchmarks. School leaders and literacy leadership teams monitor the effectiveness and fidelity of Tier 1 and intervention instruction through lesson reviews, Universal Learning Walks, and walkthroughs guided by the Literacy Practice Profiles, ensuring high-impact practices are consistently implemented.</p>
<p><b>Grades 9-12</b></p>	<p><b>District Level</b></p>	<p><b>School Level</b></p>
<p>Data that will be collected and frequency of review</p>	<p>District-level reviews occur monthly in collaboration with school leadership. Data from FAST ELA, ELA course performance, Read 180, and classroom assessments are reviewed. Tier 1 fidelity is assessed through walkthroughs using Literacy Practice Profiles, and feedback is used to improve instructional consistency and rigor.</p>	<p>Schools conduct regular MTSS and instructional leadership team meetings to review student progress. ELA teams analyze grade-level data and adapt instruction or interventions accordingly.</p>
<p>Actions for continuous support and improvement</p>	<p>The district provides ongoing instructional</p>	<p>Schools hold monthly MTSS meetings and grade-level or</p>

	<p>coaching and professional development focused on improving Tier 1 instruction and responding effectively to student data. Support includes the use of scaffolded comprehension resources from Ashley Doty and the implementation of Literacy Practice Profiles to strengthen reading comprehension instruction and promote high-impact, standards-aligned practices across schools.</p>	<p>department PLCs to analyze assessment data, monitor student progress, and plan responsive instruction. Instructional coaching, focused professional learning, and curriculum adjustments are implemented based on data trends and identified needs. Frequent formative assessments are used to guide instructional decisions and provide targeted remediation on specific benchmarks. School leaders and literacy leadership teams monitor the effectiveness and fidelity of Tier 1 and intervention instruction through lesson reviews, Universal Learning Walks, and walkthroughs guided by the Literacy Practice Profiles, ensuring high-impact practices are consistently implemented.</p>
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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.**

Gulf District Schools revised its Comprehensive Evidence-Based Reading Plan (CERP) to strategically target areas identified through the Reflection Tool and root-cause analysis of student performance data. Revisions focus on strengthening secondary literacy outcomes—our greatest area of need— by implementing new leadership at a low-performing secondary school and aligning supports accordingly. Instructional time has been protected by streamlining progress monitoring to reduce duplication and maximize learning time. Tier 2 and Tier 3 support are being refined to ensure data is actionable, and instruction is responsive to student needs. Additionally, revisions reflect increased collaboration through grade-level-specific district literacy meetings, enhanced use of model classrooms, and expanded participation in Universal Learning Walks to promote consistent, high-quality instructional practices across all schools.

**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 the implementation of the reading plan through a structured process that includes annual training, monthly walkthroughs, and ongoing collaboration. At the start of each school year, the District Literacy Coach and school principals provide training on the Comprehensive Evidence- Based Reading Plan (CERP), including distribution of grade-level decision trees and progress monitoring calendars. Monthly literacy walkthroughs are conducted by principals in partnership with district leadership, school-based literacy leadership teams, and classroom teachers. These

learning walks provide opportunities to observe instructional practices, reflect on student learning, and ensure fidelity to the CERP. Principals use these visits to provide timely, constructive feedback and verify that Tier 1 instruction, as well as Tier 2 and Tier 3 interventions, are implemented consistently and effectively across classrooms.

**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 actively monitor the collection and use of assessment data through a strategic, ongoing process aligned with district goals for instructional improvement. Each month, principals meet with the District Literacy Coach and District Data Scientist to disaggregate FAST, STAR, STAR CBM, UFLI, and local assessment data to identify trends, instructional gaps, and student needs. Grade-level teams also participate in monthly data meetings to adjust classroom instruction and plan targeted interventions. Additionally, principals hold one-on-one conferences with teachers as needed to review class and student level data, develop instructional action plans, and ensure Tier 1 instruction is differentiated to meet the needs of all learners. These practices support a continuous improvement cycle focused on using data to close achievement gaps, improve instructional effectiveness, and strengthen strategic support for Tier 2 and Tier 3 interventions.

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

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

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

Yes

No

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

N/A

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

The Assistant Superintendent of Instruction and Strategic Improvement shares the District Literacy Coach model with principals during annual pre-school Administrative Council meetings and reinforces it during monthly leadership meetings.

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

The district provides ongoing support for the District Literacy Coach through participation in high-quality professional learning and collaboration opportunities. These include the FLDOE Summer Literacy Leadership Conference, the Regional Literacy Conference, monthly PAEC Instructional Coach Cadre meetings, the 2025 Bureau of Standards and Instructional Support Train-the-Trainer series, and the Third Grade Power Hour initiative. The District Literacy Coach also receives support and guidance from the State Regional Literacy Director (SRLD) and Just Read, Florida! office. Additionally, the district facilitates data reflection conversations and uses ongoing feedback to ensure coaching practices remain aligned with instructional goals and teacher needs.

**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 the District Literacy Coach in prioritizing high-impact activities through multiple avenues. The coach has completed the Literacy Coach Endorsement Program, participated

in multiple Train-the-Trainer series offered by Just Read, Florida!, and actively participates in the PAEC Instructional Coach Cadre. District-wide, we use teacher survey data, student assessment data, and reflective tools to guide the planning of PLCs, professional learning, and coaching cycles to identify and prioritize needs. Following each FAST/STAR Progress Monitoring window, the District Literacy Coach collaborates with the Assistant Superintendent of Instruction and Strategic Improvement, principals, and data scientists to analyze results, identify instructional trends, and develop targeted action plans to prioritize high-impact coaching activities.

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

The Assistant Superintendent of Instruction and Strategic Improvement meets regularly with the District Literacy Coach to review coaching time, tasks, and alignment with district priorities. Quarterly data reviews are conducted to assess progress and adjust school-level goals, teacher support, and professional learning plans based on identified needs. This ongoing collaboration ensures fidelity to the literacy coach model and supports continuous improvement.

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

The district measures effectiveness through regular meetings between the Assistant Superintendent of Instruction and Strategic Improvement and the District Literacy Coach to review coaching activities, reflect on instructional impact, and align efforts with district priorities. Coaching time is strategically prioritized based on data analysis, feedback, and school improvement goals to ensure targeted, high-impact support that drives continuous instructional and strategic improvement.

### **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?**

Gulf District Schools’ strategic plan aligns with Florida’s Formula for Reading Success by prioritizing high-quality, data-driven reading instruction for all students, including those with disabilities and English language learners. Instructional practices are grounded in the Science of Reading and intentionally structured to address the six components of reading through explicit, systematic, and differentiated Tier 1 instruction delivered in a print-rich environment.

To ensure early identification and support, the district uses a comprehensive assessment system that includes four types of assessments: screening, progress monitoring, diagnostic, and summative. Tools such as FAST, STAR, STAR Early Literacy, STAR CBM, UFLI, DAR, ERDA, and phonics screeners inform instructional decisions across all tiers. Tier 2 interventions are provided through targeted small-group instruction with multiple practice opportunities and immediate feedback. Tier 3 interventions are delivered by reading-endorsed personnel in small groups or one-on-one settings and include intensive, individualized instruction based on student-specific needs.

Data from assessments, classroom observations, and progress monitoring is reviewed regularly at the district, school, and classroom levels to adjust instruction, improve Tier 1 effectiveness, and close learning gaps. Strategic improvement efforts focus on strengthening core instruction, aligning interventions with assessment data, and ensuring fidelity of implementation across all schools. This tiered system ensures that every student—including ESE and ELL populations—receives the support needed to succeed.

**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.**

Gulf District Schools’ public PreK programs, including VPK and ESE, are aligned with the Florida Early Learning and Developmental Standards and are designed to promote kindergarten readiness through engaging, developmentally appropriate instruction. The district uses *Frog Street Pre-K* as the core curriculum, which provides a comprehensive, evidence-based instructional framework that supports early literacy, language development, and foundational skills across all domains.

To strengthen phonological awareness, the *Heggerty Phonological Awareness Curriculum* is implemented as a supplemental resource to provide explicit, systematic instruction in sound awareness skills critical for early reading success.

Assessment is conducted three times per year using the *STAR Early Literacy Assessment* and the *Gulf Kindergarten Readiness Screener* to monitor progress in oral language, phonological awareness, phonics, fluency, and comprehension. This data is used to differentiate instruction, identify skill gaps, and provide early interventions as needed.

Instruction is delivered through small group and individualized formats with embedded multisensory support to meet the diverse needs of all learners, including students with disabilities. The district also emphasizes collaboration with families and ongoing professional learning for PreK

educators to ensure high-quality, inclusive instruction aligned with Florida’s Formula for Reading Success.

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

Gulf District Schools implement the *Frog Street Pre-K* curriculum as the core instructional program for Tier 1 instruction in our public PreK settings, including VPK and ESE classrooms. This comprehensive, research-based curriculum integrates instruction across key developmental domains—such as literacy, mathematics, science, social-emotional development, and physical development—and is aligned with the Florida Early Learning and Developmental Standards.

To enhance phonological awareness, we supplement the core curriculum with the *Heggerty Phonological Awareness Curriculum*. This resource provides explicit, systematic instruction in phonemic and phonological awareness skills, supporting early reading development and aligning with best practices in early literacy instruction.

**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.](#)**

Gulf District Schools will provide interventions for VPK students identified with a substantial deficiency in early literacy skills in accordance with Rule 6A-6.053(5), F.A.C. Students who score below the 10th percentile or are unable to complete the practice items on the state’s coordinated screening and progress monitoring system will receive targeted, evidence-based interventions designed to address their specific areas of need.

These interventions include small group instruction focused on foundational literacy skills, supplemental use of the *Heggerty Phonological Awareness Curriculum*, and multisensory instructional strategies aligned with the Science of Reading. Instruction will be explicit, systematic, and delivered in addition to Tier 1 core instruction provided through the *Frog Street Pre-K* curriculum.

Progress will be monitored regularly using STAR Early Literacy, the Gulf Kindergarten Readiness Screener, and formative classroom observations to adjust instruction as needed. Families will be notified and provided with resources to support early literacy development at home. These supports are part of the district’s comprehensive reading plan to ensure all learners are prepared for success in kindergarten.

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

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

The Decision Trees must contain the following information:

Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must

be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.

- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

**Grades VPK-5**

**1. Grades VPK-5 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
STAR CBM	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Gulf Kindergarten Readiness Screener	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
District Curriculum Based Assessments: Benchmark Advance (Adapted w/out Foundational Skills)	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other-At the conclusion of each unit of instruction.
GCSB Sight Word Test	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> 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?
	<input checked="" type="checkbox"/> All Students  <input type="checkbox"/> Select Students			<input type="checkbox"/> Other
UFLI	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5  <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
DAR	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5  <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
ERDA	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5  <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

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

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to

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

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

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

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

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

The K-12 ELA/Reading staff provides guidance to school level administrators and literacy coaches to identify students with substantial reading deficiencies based on their scores (lowest achievement level/benchmark as identified by Star Early Literacy, Star Reading or FAST) during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/teachers) are provided with guidance documents to help identify students that have demonstrated through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension. The process for identifying students in need of Tier 3 intervention, according to our K-3 Decision Trees, is aligned with our process for identifying students with a Substantial Reading Deficiency.

**Grades K-2:**

**Performance criteria to identify students in need of Tier 2 intervention:**

- Student scores level 2 on FAST ELA AND/OR
- Student scores Intervention or Urgent Intervention on STAR EARLY LITERACY (K) and STAR READING (1<sup>st</sup> & 2<sup>nd</sup> Grade) AND/OR
- Student scores below (Intervention) benchmark on the Gulf Kindergarten Readiness Screener (K) AND/OR.
- Students' progress towards grade level benchmarks in Tier 1 instruction is minimal.

**Grade 3**

**Performance criteria to identify students in need of Tier 2 intervention:**

- Student scores level 1 on FAST ELA (below 20<sup>th</sup> percentile or is unable to complete the practice items on the designated assessment) AND/OR

- Student scores Intervention or Urgent Intervention on STAR READING.

**Other (K-3) assessment data to determine the need for Tier 2 interventions include:**

- Student scores below the 50<sup>th</sup> percentile on STAR CBM ORF Oral Reading Fluency AND/OR
- Students' progress towards grade level benchmarks on the Tier 1 Core Benchmark Advance assessments is 70% or lower AND/OR
- Students were retained in their current grade level due to failing ELA grades.
- Students are making minimal progress in Tier 2 intervention based on progress monitoring data, formative assessments, or teacher observation.

**No single data point will be used to indicate that a student has a need for a Tier 3 intervention.**

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

The K-12 ELA/Reading staff provides guidance to school level administrators and literacy coaches to identify students in grades 4-5 who demonstrate a need for Tier 2 supplemental intervention and Tier 3 intensive intervention. Identification is informed by data and based on scores (lowest achievement level/benchmark as identified by Star Early Literacy, Star Reading or FAST) during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/teachers) are provided with guidance documents, including CERP Decision Trees, to help identify students who have demonstrated through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

**Grade 4 & 5**

**Performance criteria to identify students in need of Tier 2 intervention:**

- Student scores below grade level on the coordinated screening and progress monitoring system assessment (FAST ELA) AND/OR
- Student scores Intervention or Urgent Intervention on STAR READING AND/OR
- Students' progress towards grade level benchmarks on the Tier 1 Core Benchmark Advance assessments is 70% or lower AND/OR
- Students have been retained in their current grade level due to failing ELA grades.

**Other (Grade 4 & 5) assessment data to determine the need for Tier 2 interventions include:**

- Student scores below the 50<sup>th</sup> percentile on STAR CBM ORF Oral Reading Fluency.
- Students are making minimal progress in Tier 2 intervention based on progress monitoring data, formative assessments, or teacher observation.

**No single data point will be used to indicate that a student has a need for a Tier 3 intervention.**

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

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

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

Gulf District Schools identify students with characteristics of dyslexia through a layered screening and review process using data from the state’s Coordinated Screening and Progress Monitoring System (FAST) as well as district-adopted tools such as STAR Early Literacy, STAR Reading, STAR CBM, and UFLI assessments.

**A student may be identified as having characteristics of dyslexia and in need of Tier 3 support if one or more of the following apply:**

- The student does not score proficient on FAST (below the 10th percentile in grades K–2, or below the 20th percentile in grade 3).
- Student progress toward grade-level benchmarks in Tier 1 instruction is minimal, as evidenced by performance below 70% on two or more consecutive classroom assessments, or progress monitoring results below the 40<sup>th</sup> percentile, despite receiving high-quality, **explicit, systematic, multisensory instruction**.
- Prior intervention or progress monitoring data demonstrates a continued need for additional, targeted reading intervention.
- The student is identified as having a **substantial reading deficiency** or is flagged by screening data as at risk for dyslexia characteristics.
- Screening or diagnostic results from STAR CBM (e.g., Rapid Automatized Naming, Expressive Nonsense Word Fluency, Passage Oral Reading Fluency) fall below benchmark (typically below the 40th percentile or in red/blue zones).
- Teacher observation and classroom performance reflect persistent reading challenges aligned with dyslexia risk indicators.
- A **parent/guardian submits documentation from a licensed professional under Chapter 490, F.S.**, confirming a clinical diagnosis of dyslexia.

All data is reviewed in collaboration with the school-based MTSS team, and families are informed in writing when a student demonstrates characteristics of dyslexia or is at risk. If needed, diagnostic assessments (e.g., DAR, ERDA) are administered to confirm specific areas of deficit in phonological awareness, decoding, fluency, or comprehension.

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

Gulf District Schools administer additional screenings for students demonstrating potential characteristics of dyslexia through STAR CBM subtests and other diagnostic tools. Screening protocols include:

- **Kindergarten:** Rapid Automatized Naming (RAN) tasks, selected based on the student's familiarity with the task type (e.g., letters, numbers, colors, or pictures).
- **Grades 1–3:** Rapid Naming, Nonsense Word Fluency, and Passage Oral Reading assessments are used when students score below benchmark on FAST or STAR assessments.
- Diagnostic data from UFLI, DAR, or ERDA may be collected as needed for students showing persistent reading struggles despite Tier 2 intervention.
- If a student scores **below the 40th percentile** on follow-up screening measures, and data aligns with dyslexia risk factors, the student is provided **Tier 3 intervention**.

All students identified receive **intensive, explicit, systematic, and multisensory instruction** in alignment with the Science of Reading. Intervention is delivered in small groups or one-on-one by reading-endorsed teachers or those holding a literacy micro-credential. Progress is monitored weekly, and the student’s response to intervention is reviewed frequently to adjust support.

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

Tier 1 effectiveness is monitored through regular review of universal screening and progress monitoring data, including FAST ELA, Benchmark Advance/unit assessments, STAR, UFLI, and STAR CBM results. Instructional walkthroughs and learning walks using the Literacy Practice Profiles provide observational data on the quality and fidelity of Tier 1 delivery. MTSS teams and instructional leadership teams meet monthly to evaluate data trends and recommend adjustments to instructional practice, resources, or professional learning as needed.

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

Effectiveness of Tier 2 interventions is monitored through progress monitoring data (e.g., STAR, UFLI, CBM ORF, curriculum-embedded checks, DAR/ERDA diagnostics), classroom assessments, and teacher observations. Data is reviewed bi-weekly or monthly by the MTSS team to determine whether students are making adequate progress. If students are not responding to Tier 2 interventions, changes are made in group size, frequency, or instructional approach—or the student may be referred for Tier 3 support.

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

Tier 3 intervention effectiveness is monitored through frequent progress monitoring using diagnostic and curriculum-based tools (e.g., STAR CBM, UFLI, DAR/ERDA) and documented teacher feedback. Student progress is reviewed by the MTSS team every 4–6 weeks. If adequate progress is not observed, teams adjust the intervention intensity, materials, or delivery method, and may initiate further evaluation for exceptional student education (ESE) services if warranted.

<b>Grades K-5 Decision Tree</b>	
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.	
<b>Tier 1 (Core) Only</b>	
<b>Beginning of Year Data</b>	
<b>Students must meet the following criteria at the beginning of the school year:</b> The student is NOT retained in the current grade due to a failing ELA grade, the students met K-3 AND/OR FAST PM1: Above the 25 <sup>th</sup> percentile AND/OR FAST PM3 Level 3	
<b>List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.</b> Students make satisfactory progress, 70% or above, in the Tier 1 curriculum.	
<b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> District and school teams use monthly data reviews, literacy walkthroughs, and quarterly MTSS meetings to monitor Tier 1 effectiveness. The District Reading Coach and school administrators lead professional learning focused on explicit, systematic, and differentiated instruction aligned to the Science of Reading. Learning walks using the Literacy Practice Profiles help identify high-impact strategies, leading to improved Tier 1 instruction across classrooms.	
<b>Core Instruction</b>	
<b>Indicate the core curriculum utilized. Add additional rows as needed.</b>	
Name of Program	Year of Program Adoption
Florida Benchmark Advance	2020
UFLI University of Florida Literacy Institute Foundations Program	2024

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

Students in grades K–5 may be considered for Tier 2 interventions when they do not demonstrate adequate progress toward grade-level expectations as measured by multiple data sources. Specific performance indicators prompting Tier 2 intervention include:

- **Grades K-2:**
  - FAST ELA score of Level 2 or below AND/OR
  - Intervention or Urgent Intervention classification on STAR Early Literacy (K) or STAR Reading (Grades 1–2) AND/OR
  - Below-benchmark performance, as evidenced by a score below the 25<sup>th</sup> percentile on the Gulf Kindergarten Readiness Screener (K), based on the district-established cut scores and aligned with readiness indicators for foundation reading skills AND/OR
  - Scores below the 50th percentile on STAR CBM Oral Reading Fluency AND/OR
  - Benchmark Advance unit assessment performance at or below 70% AND/OR
  - Evidence of minimal progress in Tier 1 instruction at or below 70% on two or more consecutive formative assessments, or repeated demonstration of skill deficits as documented in teacher observation logs, checklists, or progress monitoring rubrics.
- **Grades 3-5:**
  - FAST ELA Level 1 or performance below the 20th percentile AND/OR
  - Intervention or Urgent Intervention classification on STAR Reading AND/OR
  - STAR CBM Oral Reading Fluency below the 50th percentile AND/OR
  - Benchmark Advance unit assessment scores below 70% AND/OR
  - Previous grade-level retention due to ELA failure AND/OR
  - Evidence of minimal progress in Tier 1 instruction at or below 70% on two or more consecutive formative assessments, or repeated demonstration of skill deficits as documented in teacher observation logs, checklists, or progress monitoring rubrics.

Decisions to initiate Tier 2 support are made through the school’s MTSS problem-solving process and take into account the pattern of performance over time rather than a single data point. Interventions are matched to identified skill deficits and occur in addition to core instruction.

**Tier 1 Instruction + Tier 2 Interventions**

**Beginning of Year Data**

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

**Grades K–2 Tier 2 Criteria (Beginning of Year):**

Students receive Tier 1 (Core Instruction) + Tier 2 (Intervention) if they score Level 2 on FAST ELA PM3 from the previous year and/or fall in the Intervention or Urgent Intervention range on STAR Early Literacy (Kindergarten) or STAR Reading (Grades 1–2), score below the 25th percentile on the Gulf Kindergarten Readiness Screener, or demonstrate minimal progress as evidenced by scoring below 70% on two or more consecutive classroom assessments or progress monitoring checks.

**Grade 3-5 Tier 2 Criteria (Beginning of Year):**

Students receive Tier 1 (Core Instruction) + Tier 2 (Intervention) if they are retained in their current grade due to ELA performance; score Level 2 on FAST ELA PM3 from the previous year and/or fall in the Intervention or Urgent Intervention range on STAR Reading; score below the 50th percentile on STAR CBM Oral Reading Fluency; or demonstrate unsatisfactory mastery by scoring below 70% on two or more consecutive ELA benchmark assessments or classroom progress checks.

**Number of times per week interventions are provided: 2**  
**Number of minutes per intervention session: 25 minutes**  
**Tier 2 Intervention= 25 minutes x 2 days= 50 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/Practice	Description/ ESSA Evidence Level
UFLI	<p><b>UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC (What Works Clearinghouse) Practice Guide recommendations support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade.</i></b></p> <ul style="list-style-type: none"> <li>• <b>Recommendation 1:</b> <i>Develop awareness of the segments of sounds in speech and how they link to letters</i> — <b>Strong Evidence</b></li> <li>• <b>Recommendation 2:</b> <i>Teach students to decode words, analyze word parts, and write and recognize words</i> — <b>Strong Evidence</b></li> <li>• <b>Recommendation 3:</b> <i>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension</i> — <b>Moderate Evidence</b></li> </ul> <p>These recommendations are built into the program by design. UFLI Foundations is structured to provide explicit, systematic instruction in phonological awareness, phonics, and word recognition. Lessons follow a cumulative scope and sequence that incorporates modeling, guided practice, immediate corrective feedback, and opportunities to apply skills through decodable text reading, consistent with the IES Practice Guide recommendations.</p> <p>The district will support and monitor implementation of this program by providing job-embedded coaching, walkthroughs using implementation look-fors, and ongoing data reviews to ensure fidelity and instructional effectiveness. Monitoring tools include lesson fidelity checklists, progress monitoring results from UFLI assessments, and classroom observations aligned to the Literacy Practice Profiles.</p>

	Professional learning opportunities will include initial training in UFLI Foundations, follow-up sessions during district PD days, monthly PLC support facilitated by literacy coaches, and participation in state and regional UFLI implementation webinars and collaborative learning communities.
<b>Reading Intervention</b>	<p><b>Program/Practice:</b> Reading Intervention (Grades 4–5 using <i>Benchmark Advance Intervention</i>)</p> <p><b>ESSA Evidence Level:</b> Not identified as meeting strong, moderate, or promising levels of evidence.</p> <p><i>Reading Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC (What Works Clearinghouse) Practice Guide recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices.</i></p> <ul style="list-style-type: none"> <li>• <b>Recommendation 1:</b> <i>Provide explicit vocabulary instruction — Strong Evidence</i></li> <li>• <b>Recommendation 2:</b> <i>Provide direct and explicit comprehension strategy instruction — Strong Evidence</i></li> <li>• <b>Recommendation 3:</b> <i>Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence</i></li> <li>• <b>Recommendation 4:</b> <i>Increase student motivation and engagement in literacy learning — Moderate Evidence</i></li> <li>• <b>Recommendation 5:</b> <i>Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence</i></li> </ul> <p>These recommendations were built into the program by design. <i>Benchmark Advance Intervention</i> is structured to provide scaffolded instruction in vocabulary, reading comprehension, and written response to text. The program includes targeted strategy instruction, embedded teacher modeling and think-alouds, guided and independent practice, and structured text-based discussions that promote higher-order thinking. Lessons are designed to meet the needs of struggling readers by differentiating support across instructional components aligned with the IES recommendations.</p> <p>Some of the resources used to support this work include:</p> <ul style="list-style-type: none"> <li>• <i>Benchmark Advance Intervention Teacher Guides and Student Texts</i></li> <li>• <i>Leveled Readers and Graphic Organizers</i></li> <li>• <i>Vocabulary Routine Cards</i></li> <li>• <i>Fluency Passages and Comprehension Strategy Posters</i></li> </ul> <p>The district will support and monitor implementation of this instructional practice through literacy coach-facilitated PLCs, classroom observations using a fidelity checklist aligned to the Literacy Practice Profiles, regular data team meetings to review student progress, and walkthroughs with targeted feedback. Professional learning will be provided through school-based training on Benchmark intervention routines, modeling of comprehension strategies, and data-informed instructional planning sessions throughout the year.</p>
<b>Direct and Explicit Classroom and Intervention Instruction</b>	<p><b>Name of Program/Practice:</b> Direct and Explicit Classroom and Intervention Instruction</p> <p><b>ESSA Evidence Level:</b> Not identified as meeting strong, moderate or promising levels of evidence.</p>

	<p><b>Verbiage:</b>  Direct and Explicit classroom and intervention instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>.</p> <ul style="list-style-type: none"> <li>• <b>Recommendation 1:</b> <i>Provide explicit vocabulary instruction — Strong Evidence</i></li> <li>• <b>Recommendation 2:</b> <i>Provide direct and explicit comprehension strategy instruction — Strong Evidence</i></li> <li>• <b>Recommendation 3:</b> <i>Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence</i></li> <li>• <b>Recommendation 4:</b> <i>Increase student motivation and engagement in literacy learning — Moderate Evidence</i></li> <li>• <b>Recommendation 5:</b> <i>Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence</i></li> </ul> <p>These recommendations were built into the program by design. Direct and explicit instruction is structured around clearly modeled strategies, guided practice with immediate corrective feedback, and purposeful engagement with complex text to build comprehension and vocabulary. Instructional routines emphasize teacher clarity, structured student response, and gradual release of responsibility to ensure mastery of reading skills.</p> <p>Some of the resources used to support this work are:</p> <ul style="list-style-type: none"> <li>• <i>Teacher-modeled think-aloud scripts</i></li> <li>• <i>Strategy anchor charts and graphic organizers</i></li> <li>• <i>Text-dependent question stems and scaffolds</i></li> </ul> <p>The district will support and monitor implementation of this instructional practice through instructional coaching cycles, monthly data team meetings, classroom walkthroughs using the Literacy Practice Profiles, and collaborative lesson planning. Professional learning opportunities will include training on explicit instruction strategies, comprehension scaffolds, and planning for gradual release within core and intervention instruction.</p>
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<p><b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.</b></p>	
<p><b>Students with Disabilities</b></p>	
<b>Name of Program</b>	<b>Description/ ESSA Evidence Level</b>
UFLI	See above for verbiage.
Reading Intervention	See above for verbiage.
Direct and Explicit Classroom and Intervention Instruction	See above for verbiage.
<p><b>English Language Learners</b></p>	
<b>Name of Program</b>	<b>Description/ ESSA Evidence Level</b>

<b>UFLI</b>	See above for verbiage.
<b>Reading Intervention</b>	See above for verbiage.
<b>Direct and Explicit Classroom and Intervention Instruction</b>	See above for verbiage.
<p><b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</b></p> <p>For K–3 students identified with a substantial reading deficiency or characteristics of dyslexia, the district provides dyslexia-specific interventions through a <b>structured literacy approach</b> that is intensive, explicit, systematic, and multisensory. Instruction includes direct modeling, clear explanations, prerequisite skill development, and meaningful language interactions. Students receive multiple practice opportunities, targeted corrective feedback, and scaffolded support to ensure mastery before advancing. Lessons integrate visual, auditory, kinesthetic, and tactile modalities, follow a systematic and cumulative sequence, and are guided by diagnostic, teacher-led instruction using both synthetic and analytic methods.</p>	
<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p>Students may be considered for Tier 3 interventions when ongoing progress monitoring, classroom performance, and team-based data review indicate that the student is not making <b>adequate growth</b>, defined as:</p> <ul style="list-style-type: none"> <li>• <b>Failure to close instructional gaps or move toward grade-level expectations over a 6–9 week intervention period</b>, as measured by progress monitoring tools (e.g., scores below the 40th percentile on STAR CBM or FAST) AND/OR</li> <li>• <b>Minimal or no improvement across three consecutive progress monitoring checks AND/OR</b></li> <li>• <b>Consistent performance below 70% on two or more consecutive classroom or benchmark assessments.</b></li> </ul> <p>A student is demonstrating <b>insufficient progress</b> if data indicate little or no upward trend on progress monitoring graphs, scores remain in the urgent intervention range, or the student shows limited skill acquisition despite receiving targeted Tier 2 instruction with fidelity.</p> <p>Decisions are based on a pattern of insufficient progress over time, lack of response to evidence-based intervention, and a need for more intensive, individualized support. The MTSS team uses multiple data sources—including diagnostic assessments, curriculum-based measures, and teacher input—to determine when additional intensity is warranted.</p>	
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>	
<b>Beginning of Year Data</b>	

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

**Grades K–2 Tier 3 Criteria (Beginning of Year):**

Students receive Tier 1 (Core Instruction) + Tier 2 & Tier 3 (Intensive Intervention) if they meet **one or more of the following criteria:**

- Score **Level 1 on FAST ELA PM3** from the previous year **AND/OR** fall in the **Urgent Intervention** range on **STAR Early Literacy (Kindergarten)** or **STAR Reading (Grades 1–2)**;
- Score **below the 10th percentile** on the **Gulf Kindergarten Readiness Screener (K)**; **AND/OR**
- Score **below the 25th percentile** on **STAR CBM Oral Reading Fluency**; **AND/OR**
- Were **retained due to ELA performance** in the previous school year; **AND/OR**
- Demonstrate **minimal progress toward grade-level expectations**, defined as **scoring below 70% on two or more consecutive formative assessments** or **failing to demonstrate growth across three consecutive progress monitoring checks**, despite receiving Tier 2 support.

**Grades 3–5 Tier 3 Criteria (Beginning of Year):**

Students receive Tier 1 (Core Instruction) + Tier 2 & Tier 3 (Intensive Intervention) if they meet **one or more of the following criteria:**

- Are **retained in their current grade** due to ELA performance; **AND/OR**
- Score **Level 1 on FAST ELA PM3** from the previous year **AND/OR** fall in the **Urgent Intervention** range on **STAR Reading**; **AND/OR**
- Score **below the 25th percentile** on **STAR CBM Oral Reading Fluency**; **AND/OR**
- Demonstrate **ongoing reading deficiencies**, defined as **scoring below 70% on two or more consecutive classroom or benchmark assessments** or **failing to show progress across three consecutive Tier 2 progress monitoring checks**.

**Number of times per week interventions are provided: 2**

**Number of minutes per intervention session: 25 minutes**

**Tier 3 Interventions: Tier 2 (50 minutes) + Tier 3 (25 minutes)=75 minutes reading intervention (In addition to Tier 1 Core Instruction whole group and small group instruction)**

**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	Description/ ESSA Evidence Level
UFLI	See above for verbiage.
Reading Intervention	See above for verbiage.
Direct and Explicit Classroom and Intervention Instruction	See above for verbiage.

**Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.**

**Students with Disabilities**

Name of Program	Description/ ESSA Evidence Level
UFLI	See above for verbiage.
Reading Intervention	See above for verbiage.
Direct and Explicit Classroom and Intervention Instruction	See above for verbiage.
<b>English Language Learners</b>	
Name of Program	Description/ ESSA Evidence Level
UFLI	See above for verbiage.
Reading Intervention	See above for verbiage.
Direct and Explicit Classroom and Intervention Instruction	See above for verbiage.
<p><b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</b></p> <p>For K–3 students identified with a substantial reading deficiency or characteristics of dyslexia, the district provides dyslexia-specific interventions through a <b>structured literacy approach</b> that is intensive, explicit, systematic, and multisensory. Instruction includes direct modeling, clear explanations, prerequisite skill development, and meaningful language interactions. Students receive multiple practice opportunities, targeted corrective feedback, and scaffolded support to ensure mastery before advancing. Lessons integrate visual, auditory, kinesthetic, and tactile modalities, follow a systematic and cumulative sequence, and are guided by diagnostic, teacher-led instruction using both synthetic and analytic methods.</p>	

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

The district uses a structured MTSS framework to monitor and improve the effectiveness of Tier 3 interventions. MTSS teams meet every 4–6 weeks to review diagnostic data, progress monitoring results, classroom performance, and teacher observations. Data is analyzed to determine whether students are making adequate progress toward specific goals. When concerns are identified, teams adjust intervention intensity, frequency, group size, or instructional methods. Intervention fidelity is monitored through coaching and walkthroughs, and problem-solving protocols are used to identify barriers and refine support strategies. If progress remains insufficient despite targeted Tier 3 intervention, teams may consider further evaluation for exceptional student education (ESE) services.

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

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

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

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

**Summer Reading Camps for Retained Grade 3 Students**

**Schedule:** Summer Reading Camp will be held during the month of June, following the conclusion of the academic school year. Instruction will occur daily for a minimum of four hours per day over a four-week period. The final schedule and location(s) will be determined based on enrollment and staffing availability.

**Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):**  
 Instructional materials include *Benchmark Advance* core and intervention resources, *UFLI Foundations* and *UFLI Decodable Texts*, and grade-level novels from the B.E.S.T. 3rd Grade Book List. These resources provide explicit, systematic, and multisensory instruction across all components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.  
 Materials are selected to align with the B.E.S.T. ELA Standards and support differentiated instruction based on student needs.

**Alternative Assessment Used:** STAR Reading and Stanford Achievement Test, Tenth Edition (SAT10)

**Additional Information (optional):**  
 Summer Reading Camp instruction is provided by highly effective teachers who are endorsed or certified in reading. Teachers are selected based on evaluation ratings from the most recent performance cycle under s. 1012.34, F.S., and must meet all certification requirements. Students receive daily instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional support is targeted based on student data and includes small group and individual interventions.

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

<b>Summer Reading Camps for Students in Grades K-5</b>
<b>Will the district implement this option?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If yes, please describe the grade level(s) that will be invited to participate.</b>  N/A

**Grades 6-8**

**8. Grades 6-8 Assessments**

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

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

<b>Additional Assessment(s)</b>
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Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
District Curriculum Based Assessments:  Savvas: My Perspectives	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Student	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other-At the conclusion of each unit of instruction.
Read 180	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> 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?
IXL Language Arts	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
DAR	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Students are identified for Tier 2 or Tier 3 interventions through a data-driven MTSS process that includes analysis of FAST ELA progress monitoring results, performance on Savvas My Perspectives unit assessments, classroom-based formative assessments, and course grades. Students who score Level 1 on FAST, earn a D or F in ELA, show declining FAST scores over time, or demonstrate minimal progress in core instruction are flagged for intervention. Prior academic data and lack of response to previous supports are also reviewed. MTSS teams meet regularly to analyze trends, problem-solve barriers to learning, and adjust intervention level, intensity, or instructional strategies accordingly.

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

At the secondary level, Tier 1 instruction is monitored through regular analysis of FAST ELA progress monitoring data, Savvas My Perspectives unit assessments, classroom-based formative assessments, and course grades. Instructional walkthroughs and Universal Learning Walks using the Literacy Practice Profiles provide qualitative data on the alignment, fidelity, and instructional delivery of Tier 1 practices. School leadership teams and MTSS teams meet regularly to review student outcomes, identify instructional trends, and guide professional learning or instructional adjustments to ensure Tier 1 instruction remains rigorous, standards-aligned, and responsive to student needs.

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

Tier 2 intervention effectiveness is monitored through regular progress checks using curriculum- embedded assessments from programs such as Savvas My Perspectives, formative assessments, classroom tasks, and ELA course grades. MTSS teams meet bi-weekly or monthly to evaluate student response to interventions based on current and historical performance data. If students are

not making adequate progress, adjustments are made to instructional strategies, intervention frequency, or grouping. Students may be considered for Tier 3 if insufficient progress continues despite targeted support.

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

Tier 3 interventions are monitored through more frequent progress monitoring using diagnostic tools such as DAR, Read 180 reports, IXL diagnostics (if applicable), and teacher documentation. MTSS teams review student data every 4–6 weeks, analyzing growth, engagement, and response to intensive intervention strategies. Interventions are refined based on student needs, and when progress remains limited, additional supports or evaluations for exceptional student services (ESE) may be considered.

**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 who score a Level 3 and above on FAST PM 3 and are not in the MTSS process.

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

Students will make satisfactory progress, 70% or higher, in the Tier 1 curriculum.

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

To improve the effectiveness of Tier 1 instruction in grades 6–8, Gulf District Schools uses a multi-layered data review process grounded in assessment results from FAST ELA, Savvas My Perspectives unit assessments, and other tools such as IXL, Read 180, and DAR. Monthly data meetings are held to monitor student progress in vocabulary and comprehension, identify instructional gaps, and make data-informed adjustments. Quarterly MTSS reviews with school literacy teams focus on the fidelity and impact of Tier 1 instruction.

District and school literacy leadership teams conduct monthly literacy walkthroughs using the Literacy Practice Profiles to help identify strengths and target next steps for growth. Instructional decisions are driven by student performance trends and supported with tailored professional learning to ensure Tier 1 instruction is systematic, standards-aligned, and responsive to the needs of all learners.

**Core Instruction**

Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Savvas My Perspectives	2020

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

Progress in core ELA instruction is minimal as indicated by a D/F grade  
AND/OR  
FAST progress monitoring data declines during the year AND/OR  
Prior data demonstrates a need for additional intervention AND/OR  
Teacher/MTSS Team recommendation (data provided).

**No single data point will be used to indicate that a student has a need for a Tier 3 intervention.**

**Tier 1 Instruction + Tier 2 Interventions****Beginning of Year Data****Students who meet the following criteria at the beginning of the school year:**

Student scores level 1 or 2 on the coordinated screening and progress monitoring system assessment (FAST ELA) PM3 from the previous school year.  
Progress in core ELA instruction is minimal as indicated by a D/F grade, Prior data demonstrates a need for additional intervention, Teacher/MTSS Team recommendation (data provided).

**No single data point will be used to indicate that a student has a need for a Tier 3 intervention.**

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

**Number of minutes per intervention session: 15-30 minutes**

**Course(s) where interventions take place: M/J Intensive Reading**

**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	Description
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Savvas My Perspectives	State Approved List	
Read 180	Strong	
IXL Language Arts		<p><b>IXL Language Arts</b></p> <p><b>ESSA Evidence Level:</b> Not identified as meeting strong, moderate, or promising levels of evidence.</p> <p><b>Verbiage:</b> IXL Language Arts does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>.</p> <ul style="list-style-type: none"> <li>• <b>Recommendation 1:</b> <i>Build students’ decoding skills so they can read complex multisyllabic words — Strong Evidence</i></li> <li>• <b>Recommendation 2:</b> <i>Provide purposeful fluency-building activities to help students read effortlessly — Strong Evidence</i></li> <li>• <b>Recommendation 3:</b> <i>Routinely use a set of comprehension-building practices to help students make sense of text — Strong Evidence</i></li> </ul> <p>These recommendations were built into the program by design. IXL Language Arts provides personalized, adaptive instruction through interactive skill-building lessons that align to grade-level standards and student needs. The platform scaffolds instruction in phonics, fluency, and comprehension using real-time feedback and repetition to reinforce foundational and advanced reading skills. For example, students working on multisyllabic word decoding receive targeted practice with interactive modeling and corrective feedback, which supports Recommendation 1. Fluency-building activities, such as repeated readings and timed practice, are embedded throughout the fluency strand, directly supporting Recommendation 2. Comprehension lessons provide scaffolded practice with inference, summarizing, and using text evidence, aligned with Recommendation 3.</p>

		<p>The district will support and monitor implementation of this program by reviewing usage reports and student performance data during MTSS review meetings, school-based data chats, and classroom walkthroughs. The ESE Department and instructional coaches will collaborate to ensure that students are receiving appropriate intervention support through IXL based on identified reading deficiencies.</p> <p>Professional learning opportunities will include training for interventionists and classroom teachers on using IXL diagnostic reports, customizing skill plans, and interpreting progress monitoring data. Ongoing support will be provided through coaching, modeling, and PLC discussions that promote effective integration of IXL into intervention blocks.</p>
Reading Intervention		<p><b>Name of Program/Practice: Reading Intervention</b></p> <p><b>ESSA Evidence Level:</b> Not identified as meeting strong, moderate or promising levels of evidence.</p> <p><b>Verbiage:</b> Reading Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>.</p> <ul style="list-style-type: none"> <li>• <b>Recommendation 1:</b> <i>Provide explicit vocabulary instruction — Strong Evidence</i></li> <li>• <b>Recommendation 2:</b> <i>Provide direct and explicit comprehension strategy instruction — Strong Evidence</i></li> <li>• <b>Recommendation 3:</b> <i>Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence</i></li> <li>• <b>Recommendation 4:</b> <i>Increase student motivation and engagement in literacy learning — Moderate Evidence</i></li> <li>• <b>Recommendation 5:</b> <i>Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence</i></li> </ul> <p>These recommendations were built into the program by design. The Reading Intervention model is implemented using scaffolded lessons and</p>

	<p>instructional routines embedded in the <b>Savvas: My Perspectives</b> core curriculum. Instruction includes direct modeling of comprehension strategies, targeted vocabulary support, structured opportunities for discussion and text analysis, and independent practice aligned with student reading levels. Lessons are adapted and delivered in small-group or one-on-one formats to increase intensity and individualization for struggling readers.</p> <p>Some of the resources that are used to support this work are:</p> <ul style="list-style-type: none"><li>• <i>Savvas: My Perspectives Teacher and Student Editions</i></li><li>• <i>Close Reading and Comprehension Mini-Lessons</i></li><li>• <i>Text-dependent question stems, graphic organizers, and writing frames</i></li><li>• <i>Vocabulary routine cards and context-based word-learning tools</i></li></ul> <p>The district will support and monitor implementation of this instructional practice through data team reviews, MTSS meetings, classroom walkthroughs using the Literacy Practice Profiles, and coaching cycles. Interventionists and classroom teachers receive support from school-based and district literacy coaches to ensure fidelity and effective instruction.</p> <p>Professional learning opportunities include training on the use of Savvas: My Perspectives intervention routines, modeling of comprehension and vocabulary strategies, and collaborative planning sessions focused on scaffolding instruction for struggling readers.</p>
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<p>Direct and Explicit Classroom and Intervention Instruction</p>		<p><b>Name of Program/Practice: Direct and Explicit Classroom and Intervention Instruction</b></p> <p><b>ESSA Evidence Level:</b> Not identified as meeting strong, moderate or promising levels of evidence.</p> <p><b>Verbiage:</b>  Direct and Explicit Classroom and Intervention Instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>.</p> <ul style="list-style-type: none"> <li>• <b>Recommendation 1:</b> <i>Provide explicit vocabulary instruction — Strong Evidence</i></li> <li>• <b>Recommendation 2:</b> <i>Provide direct and explicit comprehension strategy instruction — Strong Evidence</i></li> <li>• <b>Recommendation 3:</b> <i>Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence</i></li> <li>• <b>Recommendation 4:</b> <i>Increase student motivation and engagement in literacy learning — Moderate Evidence</i></li> <li>• <b>Recommendation 5:</b> <i>Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence</i></li> </ul> <p>These recommendations were built into the program by design. Direct and Explicit Instruction is delivered using clearly structured lessons that include teacher modeling, guided and independent practice, frequent checks for understanding, and targeted feedback. Instruction is scaffolded based on student need, emphasizing gradual release of responsibility and alignment to grade-level expectations in vocabulary, comprehension, and fluency.</p> <p>Some of the resources that are used to support this work are:</p> <ul style="list-style-type: none"> <li>• <i>Savvas: My Perspectives Teacher and Student Editions</i></li> <li>• <i>Strategy Anchor Charts and Comprehension Graphic Organizers</i></li> </ul>
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		<ul style="list-style-type: none"> <li>• <i>Text-dependent Question Stems and Vocabulary Routines</i></li> </ul> <p>The district will support and monitor implementation of this instructional practice through literacy walkthroughs using the Literacy Practice Profiles, MTSS team data reviews, intervention fidelity checks, and coaching cycles led by school-based and district literacy coaches. Regular classroom observations and data chats will ensure consistency of delivery and instructional alignment.</p> <p>Professional learning opportunities will include training on explicit instruction routines, comprehension strategy modeling, and differentiated lesson planning using adopted core and supplemental materials. Ongoing support will be provided through PLCs, peer collaboration, and targeted instructional coaching.</p>
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**Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.**

**Students with Disabilities**

<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Description</b>
Savvas My Perspectives	State Approved List	Savvas/MyPerspectives Interventions and differentiation strategies.
Read 180	Strong	
IXL Language Arts		
Reading Intervention		
Direct and Explicit Classroom and Intervention Instruction		

**English Language Learners**

<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Description</b>
Savvas My Perspectives	State Approved List	
Read 180	Strong	
IXL Language Arts		
Reading Intervention		
Direct and Explicit		

Classroom and Intervention Instruction		
<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p>Students in Grades 6–8 may be considered for Tier 3 intensive interventions when they do not demonstrate a positive response to Tier 2 supports and meet <b>one or more</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Continue to perform <b>two or more years below grade level in reading</b> as indicated by performance on diagnostic screeners or placement assessments embedded within intervention programs such as <b>Read 180</b>; AND/OR</li> <li>• Demonstrate <b>minimal progress across three or more consecutive progress monitoring checks</b> within <b>Read 180</b>, small-group comprehension routines, or direct and explicit intervention instruction; AND/OR</li> <li>• Score <b>below 70% on two or more consecutive classroom assessments or common formative assessments</b> tied to priority reading standards and skills; AND/OR</li> <li>• Show persistent reading deficits in areas such as comprehension, vocabulary, or fluency despite receiving targeted Tier 2 interventions with fidelity, as documented by intervention logs, teacher observation, and student performance tasks.</li> </ul> <p>Decisions to place students into Tier 3 are made by the school-based <b>MTSS team</b> after reviewing <b>multiple data sources</b> over time. A substantial reading deficiency is confirmed through a body of evidence, and Tier 3 intervention is provided <b>in addition to Tier 1 and Tier 2 supports</b>, with increased intensity, frequency, or individualization as needed.</p>		
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b>  Student scores Level 1 on the coordinated screening and progress monitoring system assessment (FAST ELA) PM3 from the previous school year and/or  Progress in core ELA instruction is minimal as indicated by a D/F grade and/or Prior data demonstrates a need for additional intervention, and/or Teacher/MTSS Team recommendation (data provided).</p> <p style="text-align: center;"><b>No single data point will be used to indicate that a student has a need for a Tier 3 intervention.</b></p>		
<p><b>Number of times per week interventions are provided: 3-5 Number</b></p> <p><b>of minutes per intervention session: 10-30</b></p> <p><b>Course(s) where interventions take place: M/J Intensive Reading</b></p>		
<p><b>Intensive, Individualized Instruction/Interventions</b>  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.</p>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Description</b>
Savvas My Perspectives	State Approved List	Savvas/MyPerspectives Interventions and differentiation strategies.

Read 180-Teacher Led Small Group Lessons	Strong	
Reading Intervention	Strong	
Direct and Explicit Classroom and Intervention Instruction	Strong	
<b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students who are English language learners, as applicable. Add additional rows as needed.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Description</b>
Savvas My Perspectives	State Approved List	Savvas/MyPerspectives Interventions and differentiation strategies.
Read 180- Teacher Led Small Group Lessons	Strong	
Reading Intervention	Strong	
Direct and Explicit Classroom and Intervention Instruction	Strong	
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Description</b>
Savvas My Perspectives	State Approved List	Savvas/MyPerspectives Interventions and differentiation strategies.
Read 180-Teacher Led Small Group Lesson	Strong	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b></p> <p>At the secondary level, MTSS teams meet every 4–6 weeks to review student progress in Tier 3 interventions using multiple data sources such as FAST ELA results, classroom performance, diagnostic assessments (e.g., DAR, Read 180), and teacher input. The team evaluates student response to current interventions, identifies barriers to progress, and adjusts instruction, group size, frequency, or intensity as needed. Intervention fidelity is monitored through coaching, walkthroughs, and lesson reviews. Problem-solving protocols guide decision-making, and when minimal progress continues despite intensive supports, the team may consider referral for further evaluation or additional wraparound supports.</p>		

**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	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
District Curriculum Based Assessments:	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
Savvas: My Perspectives	<input checked="" type="checkbox"/> Select Students- (9 <sup>th</sup> & 10 <sup>th</sup> Grade-All Students) (11 <sup>th</sup> & 12 <sup>th</sup> Grade-Select Students)	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other-At the conclusion of each unit of instruction.
Read 180	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <hr/> <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
IXL Language Arts	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <hr/> <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
DAR	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <hr/> <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Students are identified for Tier 2 or Tier 3 interventions through a data-driven MTSS process that includes analysis of FAST ELA progress monitoring results, performance on Savvas My Perspectives unit assessments, classroom-based formative assessments, and course grades. Students who score Level 1 on FAST, earn a D or F in ELA, show declining FAST scores over time, or demonstrate minimal progress in core instruction are flagged for intervention. Prior academic data and lack of response to previous supports are also reviewed. MTSS teams meet regularly to analyze trends, problem-solve barriers to learning, and adjust intervention level, intensity, or instructional strategies accordingly.

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

At the secondary level, Tier 1 instruction is monitored through regular analysis of FAST ELA progress monitoring data, Savvas My Perspectives unit assessments, classroom-based formative assessments, and course grades. Instructional walkthroughs and Universal Learning Walks using the Literacy Practice Profiles provide qualitative data on the alignment, fidelity, and instructional delivery of Tier 1 practices. School leadership teams and MTSS teams meet regularly to review student outcomes, identify instructional trends, and guide professional learning or instructional adjustments to ensure Tier 1 instruction remains rigorous, standards-aligned, and responsive to student needs.

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

Tier 2 intervention effectiveness is monitored through regular progress checks using curriculum- embedded assessments from programs such as Savvas My Perspectives, formative assessments, classroom tasks, and ELA course grades. MTSS teams meet bi-weekly or monthly to evaluate student response to interventions based on current and historical performance data. If students are not making adequate progress, adjustments are made to instructional strategies, intervention frequency, or grouping. Students may be considered for Tier 3 if insufficient progress continues despite targeted support.

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

Tier 3 interventions are monitored through more frequent progress monitoring using diagnostic tools such as DAR, Read 180 reports, IXL diagnostics (if applicable), and teacher documentation. MTSS teams review student data every 4–6 weeks, analyzing growth, engagement, and response to intensive intervention strategies. Interventions are refined based on student needs, and when progress remains limited, additional supports or evaluations for exceptional student services (ESE) may be considered.

<b>Grades 9-12 Decision Tree</b>
<b>Tier 1 (Core) Only</b>
<b>Beginning of Year Data</b>
<b>Students must meet the following criteria at the beginning of the school year:</b> Students who score a Level 3 and above on FAST PM 3 and are not in the MTSS process.
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> Students will make satisfactory progress, 70% or higher, in the Tier 1 curriculum.
<b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?</b> To improve the effectiveness of Tier 1 instruction in grades 9-12, Gulf District Schools uses a multi- layered data review process grounded in assessment results from FAST ELA, Savvas My Perspectives unit assessments, and other tools such as IXL, Read 180, and DAR. Monthly data meetings are held to monitor student progress in vocabulary and comprehension, identify instructional gaps, and make data-informed adjustments. Quarterly MTSS reviews with school literacy teams focus on the fidelity and impact of Tier 1 instruction.  District and school literacy leadership teams conduct monthly literacy walkthroughs using the Literacy Practice Profiles to help identify strengths and target next steps for growth. Instructional decisions are driven by student performance trends and supported with tailored professional learning to ensure Tier 1 instruction is systematic, standards-aligned, and responsive to the needs of all learners.

<b>Core Instruction</b> Indicate the core curriculum utilized. Add additional rows as needed.		
<b>Name of Program</b>		<b>Year of Program Adoption</b>
Savvas My Perspectives		2020
<p><b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b>            Score below 70% on classroom assessments tied to key reading standards on two or more occasions;            AND/OR , FAST progress monitoring data declines during the year            AND/OR,            Prior data demonstrates a need for additional intervention AND/OR,            Teacher/MTSS Team recommendation (data provided).</p> <p><b>No single data point will be used to indicate that a student has a need for a Tier 2 intervention.</b></p>		
<b>Tier 1 Instruction + Tier 2 Interventions</b>		
<b>Beginning of Year Data</b>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b>            Student scores level 1 or 2 on the coordinated screening and progress monitoring system assessment (FAST ELA) PM3 from the previous school year AND/OR            Progress in core ELA instruction is minimal as indicated by a D/F grade            AND/OR, Prior data demonstrates a need for additional intervention AND/OR,            Teacher/MTSS Team recommendation (data provided).</p> <p><b>No single data point will be used to indicate that a student has a need for a Tier 2 intervention.</b></p>		
<p><b>Number of times per week interventions are provided: 3-5</b></p> <p><b>Number of minutes per intervention session: 15-30 minutes</b></p> <p><b>Course(s) where interventions take place: Intensive Reading</b></p>		
<b>Supplemental Instruction/Interventions</b> 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.		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Description</b>
Savvas My Perspectives	State Approved List	
Read 180	Strong	
IXL Language Arts		<b>IXL Language Arts</b>

	<p><b>ESSA Evidence Level:</b> Not identified as meeting strong, moderate, or promising levels of evidence.</p> <p><b>Verbiage:</b> IXL Language Arts does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4–9.</i></p> <ul style="list-style-type: none"> <li>• <b>Recommendation 1:</b> <i>Build students’ decoding skills so they can read complex multisyllabic words — <b>Strong Evidence</b></i></li> <li>• <b>Recommendation 2:</b> <i>Provide purposeful fluency-building activities to help students read effortlessly — <b>Strong Evidence</b></i></li> <li>• <b>Recommendation 3:</b> <i>Routinely use a set of comprehension-building practices to help students make sense of text — <b>Strong Evidence</b></i></li> </ul> <p>These recommendations were built into the program by design. IXL Language Arts provides personalized, adaptive instruction through interactive skill-building lessons that align to grade-level standards and student needs. The platform scaffolds instruction in phonics, fluency, and comprehension using real-time feedback and repetition to reinforce foundational and advanced reading skills. For example, students working on multisyllabic word decoding receive targeted practice with interactive modeling and corrective feedback, which supports Recommendation 1. Fluency-building activities, such as repeated readings and timed practice, are embedded throughout the fluency strand, directly supporting Recommendation 2. Comprehension lessons provide scaffolded practice with inference, summarizing, and using text evidence, aligned with Recommendation 3.</p> <p>The district will support and monitor implementation of this program by reviewing usage reports and student performance data</p>
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		<p>during MTSS review meetings, school-based data chats, and classroom walkthroughs. The ESE Department and instructional coaches will collaborate to ensure that students are receiving appropriate intervention support through IXL based on identified reading deficiencies.</p> <p>Professional learning opportunities will include training for interventionists and classroom teachers on using IXL diagnostic reports, customizing skill plans, and interpreting progress monitoring data. Ongoing support will be provided through coaching, modeling, and PLC discussions that promote effective integration of IXL into intervention blocks.</p>
Reading Intervention	Strong	<p><b>Name of Program/Practice: Reading Intervention</b></p> <p><b>ESSA Evidence Level:</b> Not identified as meeting strong, moderate or promising levels of evidence.</p> <p><b>Verbiage:</b> Reading Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices.</i></p> <ul style="list-style-type: none"> <li>• <b>Recommendation 1:</b> <i>Provide explicit vocabulary instruction — Strong Evidence</i></li> <li>• <b>Recommendation 2:</b> <i>Provide direct and explicit comprehension strategy instruction — Strong Evidence</i></li> <li>• <b>Recommendation 3:</b> <i>Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence</i></li> <li>• <b>Recommendation 4:</b> <i>Increase student motivation and engagement in literacy learning — Moderate Evidence</i></li> <li>• <b>Recommendation 5:</b> <i>Make available intensive and individualized interventions for struggling readers</i></li> </ul>

*that can be provided by trained specialists* — **Strong Evidence**

These recommendations were built into the program by design. The Reading Intervention model is implemented using scaffolded lessons and instructional routines embedded in the **Savvas: My Perspectives** core curriculum. Instruction includes direct modeling of comprehension strategies, targeted vocabulary support, structured opportunities for discussion and text analysis, and independent practice aligned with student reading levels. Lessons are adapted and delivered in small-group or one-on-one formats to increase intensity and individualization for struggling readers.

Some of the resources that are used to support this work are:

- *Savvas: My Perspectives Teacher and Student Editions*
- *Close Reading and Comprehension Mini-Lessons*
- *Text-dependent question stems, graphic organizers, and writing frames*
- *Vocabulary routine cards and context-based word-learning tools*

The district will support and monitor implementation of this instructional practice through data team reviews, MTSS meetings, classroom walkthroughs using the Literacy Practice Profiles, and coaching cycles. Interventionists and classroom teachers receive support from school-based and district literacy coaches to ensure fidelity and effective instruction.

Professional learning opportunities include training on the use of Savvas: My Perspectives intervention routines, modeling of comprehension and vocabulary strategies, and collaborative planning sessions focused on scaffolding instruction for struggling readers.

<p>Direct and Explicit Classroom and Intervention Instruction</p>	<p>Strong</p>	<p><b>Name of Program/Practice: Direct and Explicit Classroom and Intervention Instruction</b></p> <p><b>ESSA Evidence Level:</b> Not identified as meeting strong, moderate or promising levels of evidence.</p> <p><b>Verbiage:</b>  Direct and Explicit Classroom and Intervention Instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>.</p> <ul style="list-style-type: none"> <li>• <b>Recommendation 1:</b> <i>Provide explicit vocabulary instruction — Strong Evidence</i></li> <li>• <b>Recommendation 2:</b> <i>Provide direct and explicit comprehension strategy instruction — Strong Evidence</i></li> <li>• <b>Recommendation 3:</b> <i>Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence</i></li> <li>• <b>Recommendation 4:</b> <i>Increase student motivation and engagement in literacy learning — Moderate Evidence</i></li> <li>• <b>Recommendation 5:</b> <i>Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence</i></li> </ul> <p>These recommendations were built into the program by design. Direct and Explicit Instruction is delivered using clearly structured lessons that include teacher modeling, guided and independent practice, frequent checks for understanding, and targeted feedback. Instruction is scaffolded based on student need, emphasizing gradual release of responsibility and alignment to grade-level expectations in vocabulary, comprehension, and fluency.</p>
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		<p>Some of the resources that are used to support this work are:</p> <ul style="list-style-type: none"> <li>• <i>Savvas: My Perspectives Teacher and Student Editions</i></li> <li>• <i>Strategy Anchor Charts and Comprehension Graphic Organizers</i></li> <li>• <i>Text-dependent Question Stems and Vocabulary Routines</i></li> </ul> <p>The district will support and monitor implementation of this instructional practice through literacy walkthroughs using the Literacy Practice Profiles, MTSS team data reviews, intervention fidelity checks, and coaching cycles led by school-based and district literacy coaches. Regular classroom observations and data chats will ensure consistency of delivery and instructional alignment.</p> <p>Professional learning opportunities will include training on explicit instruction routines, comprehension strategy modeling, and differentiated lesson planning using adopted core and supplemental materials. Ongoing support will be provided through PLCs, peer collaboration, and targeted instructional coaching.</p>
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**Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.**

<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Description</b>
Savvas My Perspectives	State Approved List	Savvas/MyPerspectives Interventions and differentiation strategies.
Read 180	Strong	
IXL Language Arts		
Reading Intervention		
Direct and Explicit Classroom and Intervention Instruction		

<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage Description (as needed)</b>

Savvas My Perspectives	State Approved List	Savvas/MyPerspectives Interventions and differentiation strategies.
Read 180- Teacher Led Small Group Lessons	Strong	
Reading Intervention	Strong	
Direct and Explicit Classroom and Intervention Instruction	Strong	

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

Students in Grades 9-12 may be considered for Tier 3 intensive interventions when they do not demonstrate a positive response to Tier 2 supports and meet **one or more** of the following criteria:

- Continue to perform **two or more years below grade level in reading** as indicated by performance on diagnostic screeners or placement assessments embedded within intervention programs such as **Read 180**; AND/OR
- Demonstrate minimal progress (defined as less than 10% growth) across three or more consecutive progress monitoring checks within Read 180, small-group comprehension routines, or direct and explicit intervention instruction; AND/OR
- Earn a D or F on two or more consecutive classroom assessments or common formative assessments tied to priority reading standards and skills; AND/OR
- Show persistent reading deficits in areas such as comprehension, vocabulary, or fluency despite receiving targeted Tier 2 interventions with fidelity, as documented by intervention logs, teacher observation, and student performance tasks.

Decisions to place students into Tier 3 are made by the school-based **MTSS team** after reviewing **multiple data sources** over time. A substantial reading deficiency is confirmed through a body of evidence, and Tier 3 intervention is provided **in addition to Tier 1 and Tier 2 supports**, with increased intensity, frequency, or individualization as needed.

**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:**

Student scores level 1 on the coordinated screening and progress monitoring system assessment (FAST ELA) PM3 from the previous school year AND/OR  
 Progress in core ELA instruction is minimal as indicated by a D/F grade  
 AND/OR, Prior data demonstrates a need for additional intervention AND/OR,  
 Teacher/MTSS Team recommendation (data provided).

**No single data point will be used to indicate that a student has a need for a Tier 3 intervention.**

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

**Number of minutes per intervention session: 10-30**

**Course(s) where interventions take place: Intensive Reading**

<b>Intensive, Individualized Instruction/Interventions</b>		
<b>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.</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Description</b>
Savvas My Perspectives	State Approved List	Savvas/MyPerspectives Interventions and differentiation strategies.
Read 180- Teacher Led Small Group Lesson	Strong	Intensive Intervention is delivered in a teacher-led, small group format by instructional personnel who are certified or endorsed in reading or who hold an elementary or secondary literacy micro- credential.
Reading Intervention	Strong	
Direct and Explicit Classroom and Intervention Instruction	Strong	
<b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Description</b>
Savvas My Perspectives	State Approved List	Savvas/MyPerspectives Interventions and differentiation strategies.
Read 180- Teacher Led Small Group Lessons	Strong	
Reading Intervention	Strong	
Direct and Explicit Classroom and Intervention Instruction	Strong	
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Description</b>
Savvas MyPerspectives	State Adopted	
Read 180- Teacher Led Small Group Lessons	Strong	
Reading Intervention	Strong	
Direct and Explicit Classroom and Intervention Instruction	Strong	

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

At the secondary level, MTSS teams meet every 4–6 weeks to review student progress in Tier 3 interventions using multiple data sources such as FAST ELA results, classroom performance, diagnostic assessments (e.g., DAR, Read 180), and teacher input. The team evaluates student response to current interventions, identifies barriers to progress, and adjusts instruction, group size, frequency, or intensity as needed. Intervention fidelity is monitored through coaching, walkthroughs, and lesson reviews. Problem-solving protocols guide decision-making, and when minimal progress continues despite intensive supports, the team may consider referral for further evaluation or additional wraparound supports.

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

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

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

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

Name of Professional Learning	Target Audience	Description
Our Formula For Success in Teaching and Learning: Florida’s Formula for Success	K-12 Teachers	This session will deepen teacher understanding of Florida’s Formula for Success by exploring the essential elements of high-quality instruction: systematic, explicit, scaffolded, and differentiated practices. Educators will examine how inquiry-based instruction, effective use of corrective feedback, and student-centered, standards-aligned strategies contribute to meaningful learning. Participants will engage in collaborative learning to build capacity for designing instruction that supports all students in mastering the B.E.S.T. standards.

Literacy Instruction Practice Profiles	PreK-12 ELA/Reading Teachers & Support	Literacy Instruction Practice Profiles to strengthen Tier 1 instruction across all grade levels-This training will help educators identify, implement, and reflect on high-impact, evidence-based literacy practices aligned to the Science of Reading.
Mastering Reading Comprehension	K-5 ELA Teachers	<i>Mastering Reading Comprehension</i> , focused on scaffolded resources to support effective instruction of the B.E.S.T. ELA Standards. This training will equip teachers with practical strategies to build student comprehension through structured, standards-aligned lessons.
Blended Intensive Reading Instruction with Read 180	Grades 6-12 Intensive Reading Teachers (Tier 3), Reading Coaches, and Interventionists	This professional learning supports teachers implementing Read 180 as part of a blended, teacher-led Tier 3 intervention model. Aligned with ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., the training emphasizes how to integrate phonemic awareness, decoding multisyllabic words, fluency, vocabulary, and comprehension into explicit, systematic instruction for students with reading deficiencies. Participants will learn how to lead small group instruction using Read 180's scaffolded texts and resources, differentiate lessons based on diagnostic data and integrate multisensory strategies to meet the needs of struggling readers. The training clarifies that computer-based components are supplemental and do not replace direct instruction. All instruction is aligned to the B.E.S.T. ELA Standards and grounded in the Science of Reading.

Supporting Students with Dyslexia	K-12 Teachers	<p>This professional learning session provides K–12 educators with an in- depth understanding of dyslexia, including its definition, characteristics, and prevalence. Participants will explore Florida-specific policies on screening, eligibility, and intervention requirements aligned with Rule 6A-6.053 and related statutes. The training emphasizes evidence-based practices rooted in structured literacy, explicit instruction, and multisensory strategies to support students with characteristics of dyslexia. Educators will leave equipped with actionable strategies and a clearer understanding of their role in providing equitable, effective instruction for all learners.</p>
Targeted Language Arts Intervention Using IXL for Students with Disabilities	ESE Teachers, Interventionists, and Support Staff (Grades 6-12)	<p>This professional learning equips ESE teachers and interventionists with strategies to deliver explicit, teacher- led reading and language arts instruction using IXL as a supplemental diagnostic and practice tool.</p> <p>Participants will learn how to identify and address individual skill deficits aligned to student IEP goals, using IXL analytics to inform instruction—not replace it. The training emphasizes a systematic, multisensory approach to building phonics, fluency, vocabulary, grammar, and comprehension skills.</p> <p>Instruction is aligned to the B.E.S.T. ELA Standards and delivered by certified or endorsed teachers. IXL is used to reinforce skills taught through direct instruction, ensuring students with disabilities receive intensive, differentiated support that meets ESSA evidence requirements and Florida statutory guidelines.</p>

The Writing Rope: Integrating Reading and Writing	K-12 Teachers	This interactive professional learning session explores Joan Sedita’s <i>The Writing Rope</i> framework, emphasizing how the strands of skilled writing—critical thinking, syntax, text structure, writing craft, and transcription—can be systematically taught across grade levels. Teachers will learn how to integrate reading and writing through explicit, evidence-based practices that support comprehension, content mastery, and written expression. Participants will leave with practical tools, scaffolds, and strategies to strengthen student writing in all subjects.
Reading Endorsement	K-12 Teachers (K-5 Priority)	Reading Endorsement and Reading Micro-credential (Elementary & Secondary)

**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.**

To support instructional personnel and certified PreK teachers funded through the FEFP in earning a reading certification, credential, endorsement, or advanced degree grounded in scientifically researched and evidence-based reading instruction, the district provides ongoing, targeted professional learning aligned to state expectations and the Science of Reading. Funding is allocated specifically for professional learning opportunities that promote advancement toward the Reading Endorsement, Reading Certification, and the Emergent, Elementary, or Secondary Literacy Micro- Credentials. These opportunities are offered through in-person training sessions, virtual watch parties aligned with FLDOE priorities, and PLCs focused on integrating the components of reading into classroom instruction.

Professional development is differentiated and intensified based on progress monitoring data, ensuring teachers receive training in explicit, systematic, and sequential reading instruction practices—including phonemic awareness, phonics, word study, fluency, vocabulary, and comprehension. The district also offers incentives to instructional personnel and PreK teachers who hold advanced reading credentials, further encouraging staff to pursue and apply high-impact instructional practices across all grade levels.

**Differentiated Professional Learning**

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

Professional learning is differentiated and intensified based on student performance data from FAST progress monitoring, classroom assessments, and learning walkthroughs. Teachers whose students are not meeting grade-level benchmarks receive targeted support through coaching cycles, small- group PD, and data-driven PLCs focused on instructional strategies aligned to identified areas of need. Literacy Practice Profiles and Universal Learning Walk data further inform school and district leaders in customizing professional learning to strengthen Tier 1 instruction and intervention practices. Ongoing support may include modeling, co-

teaching, and follow-up observations to ensure implementation fidelity and student growth.

**Mentor Teachers**

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

Mentor teachers are identified through the collaborative efforts of district leadership and the Principal’s Literacy Leadership Team, using evidence gathered during the learning walkthrough process. Typical criteria include a minimum of five years of classroom teaching experience and a rating of Highly Effective on their most recent annual evaluation. Identified mentor teachers serve as instructional leaders and support peers in implementing high-quality, evidence-based literacy practices. Model classrooms are established in their spaces and are used for peer observations, coaching cycles, and professional learning, allowing colleagues to see strong Tier 1 instruction aligned with the B.E.S.T. ELA Standards and the Science of Reading in action.

**Professional Learning Time**

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

Teachers are provided dedicated time for professional learning through weekly common planning periods by grade level or subject area. During this time, teams engage in collaborative planning, data analysis, and instructional reflection aligned to schoolwide literacy goals. In addition, schools hold monthly department-level meetings and professional learning sessions focused on deepening instructional practice, supporting MTSS implementation, and improving student outcomes in reading and writing.

**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

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

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

The district notifies parents in writing when their child in grades K–3 is identified as having a substantial reading deficiency, as required by s. 1008.25(5)(d), F.S. This communication includes an overview of the assessments used to determine the deficiency, what those assessments measure, and how often they are administered. Parents are provided with the district’s Read-At-Home Plan, which outlines required interventions, available supports, and next steps. The plan also explains the process for initiating evaluations for exceptional student education eligibility and clarifies that a medical

diagnosis alone does not guarantee eligibility. It includes definitions and characteristics of learning disorders such as dyslexia, dysgraphia, and dyscalculia, and provides guidance for how these characteristics may factor into eligibility determinations and IEP development.

**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).**

To support families in engaging with literacy at home, the district partners with the Education Foundation of Gulf County and the New Worlds Reading Initiative. Together, they host Parent and Community Literacy Nights to promote reading at home, provide hands-on activities, and assist families with enrolling in the New Worlds program. Targeted invitations are extended to families of students identified with substantial reading deficiencies to ensure they have access to free, high-quality print materials and support. Additionally, elementary schools host family literacy nights that offer parent workshops, model reading strategies, and provide materials for continued learning at home, helping families bridge classroom learning and home literacy routines. The Read-At-Home Plan also includes digital access to evidence-based resources, instructional videos, and optional email/text reading tips to empower families in supporting their child’s reading development.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <a href="#">s. 1008.25(4)(c), F.S.</a> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <a href="#">Rule 6A-6.053(6)(c), F.A.C.</a>
	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 <a href="#">s. 1012.34, F.S.</a> 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.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in <a href="#">Rule 6A-6.053(4), F.A.C.</a>
	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.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.

	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

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

**9) Highly Effective Teachers**

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

Gulf District Schools is deeply committed to ensuring that all students, particularly in the critical early learning years of kindergarten through grade 2, are taught by teachers who have demonstrated measurable success. In alignment with s. 1012.34(2)(e), F.S., the district prioritizes the assignment of highly effective and effective teachers by implementing the following practices:

- 1. Performance-Based Placement Using PM Data**  
Teacher assignment decisions are driven by Progress Monitoring (PM) data. Teachers with proven results—demonstrated by consistent student growth and achievement in literacy and foundational math skills—are prioritized for placement in K–2 classrooms. These early grades are essential to establishing the literacy skills that impact long-term academic success, and we believe high-impact instruction must start here.
- 2. Hiring Standards to Exclude Unsatisfactory Educators**  
Gulf District Schools has a strict hiring policy that prohibits the employment of teachers with an "Unsatisfactory" evaluation rating from other Florida school districts. This ensures we are not only hiring based on prior performance but also upholding a high standard of instructional quality across the district.
- 3. Data-Driven Teacher Support and Retention**  
Teachers identified as highly effective through formal evaluations and PM outcomes are given preference in early-grade assignments. Additionally, the district works to retain these teachers through mentoring opportunities, leadership pathways, and instructional support to sustain long-term effectiveness.
- 4. Targeted Recruitment for K–2 Classrooms**  
During recruitment and staffing, school leaders are directed to match teacher strengths with grade-level needs, ensuring that students in K–2 receive instruction from educators with a demonstrated ability to accelerate student learning.  
By placing proven, high-performing educators in early elementary classrooms and avoiding the assignment of previously ineffective teachers, Gulf District Schools aims to ensure that every K–2 student receives the high-quality instruction necessary for long-term academic success.