

District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and 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 Florida Department of Education’s contact for the District K-12 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.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Lisette Alves	lalves@dadeschools.net	305-995-4202
Data Element	Omar Riaz	omarriaz@dadeschools.net	305-995-7512
Third Grade Promotion	Omar Riaz	omarriaz@dadeschools.net	305-995-7512
Multi-Tiered System of Supports	Trynegwa Diggs	trykai@dadeschools.net	305-995-1405
Other (Enter Responsibility)			

2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))*

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district’s plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$19,373,310.00	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (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.</i>	\$4,490,016.00	89,127.64

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Reading Allocation Budget Item	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	\$3,605,438.00	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$1,307,000.00	
Summer reading camps for grade 3 students	\$3,000,000.00	
Secondary Expenses		
Literacy coaches	\$2,704,078.00	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$1,911,000.00	
K-12/PreK Expenses		
Professional development 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	\$476,339.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	\$315,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities	\$75,000.00	
Other – Please Describe		
Family Empowerment Scholarship (FES)	\$1,489,439.00	29,565.42
Sum of Expenditures	\$13,393,855.00	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(1\)\(d\), F.A.C.](#))

For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK	N/A	N/A	N/A	N/A
K	25%	57%	23%	59%
1	19%	53%	17%	55%
2	28%	52%	26%	54%

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Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	43%	34%	41%	36%
4	36%	43%	34%	45%
5	34%	42%	32%	44%
6	36%	42%	35%	44%
7	38%	40%	36%	42%
8	42%	38%	40%	40%
9	39%	40%	37%	42%
10	39%	41%	37%	43%

B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))

Schools are required to establish a School Literacy Leadership Team.

1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.

The principal will use a strategic method to form and maintain a School Literacy Leadership Team. The selection of members will be based on data from teacher observations, state and local assessment data, and use of evidence-based reading strategies in the classroom. Additionally, selected teachers are endorsed or certified in reading and have received a rating of effective/highly effective. The principal holds monthly Literacy Leadership Team meetings to establish reading goals and create school-wide literacy initiatives.

2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.

The School Literacy Leadership Team requirement is communicated to principals as part of the dissemination of the K-12 CERP plan through the district’s Weekly Briefing system of communication. The School Literacy Leadership Teams review the CERP district and school data to set literacy goals as a school to improve literacy achievement for all students. After analyzing district and school data, each school makes decisions to strengthen instruction by devising a strategic action plan that includes teacher professional development, extended learning services, family engagement activities, and data chats.

C. Plan Implementation and Monitoring ([Rule 6A-6.053\(7\), \(8\), F.A.C.](#))

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	District monitors state and local assessment data such as: FAST, supplemental software, and in-program assessments. This data is analyzed at the district level on a monthly basis.	Schools monitor state and local assessment data such as: FAST, supplemental software, and in-program assessments. This data is analyzed after each assessment period at the school level by grade, teacher, and students on an ongoing basis.

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Grades K-5	District Level	School Level
<p>Actions for continuous support and improvement</p>	<p>The following actions are implemented for continuous support and improvement: Live and pre-recorded Professional Development, to include ICADS (Instructional Content Academies) for teachers and reading contacts; on-site school support by district personnel, virtual on-demand support, and monthly communication.</p> <p>The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to plan for effective professional development for coaches, and teachers.</p>	<p>The following actions are implemented for continuous support and improvement: Professional Development, to include ICADS, on-site Professional Learning Communities (PLC's), strategic planning sessions, Literacy Coach support, and extended learning services for students.</p> <p>The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to provide on-site school support to the identified RAISE intensive schools.</p>

Grades 6-8	District Level	School Level
<p>Data that will be collected and frequency of review</p>	<p>District monitors state and local assessment data such as: FAST, supplemental software, and the Phonics & Reading Inventories as well as in-program assessments. This data is analyzed at the district level on a monthly basis and shared with stakeholders through Performance Matters and Power Business Intelligence (Power BI).</p>	<p>Schools monitor state and local assessment data such as: FAST, supplemental software, and the Phonics & Reading Inventories as well as in-program assessments. This data is analyzed after each assessment period at the school level by grade, teacher, and students on an ongoing basis.</p>
<p>Actions for continuous support and improvement</p>	<p>The following actions are implemented for continuous support and improvement: Live and pre-recorded Professional Development, to include ICADS, Academic Recovery Coaches, Literacy Content Academies for teachers; on-site school support by district personnel, virtual on-demand support through Next Level Champion Check-ins, and monthly communication.</p> <p>The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to plan for effective professional development for coaches and teachers. Collaboration with the Bilingual, Exceptional Student Education, and Assessment departments takes place to ensure that the needs of all stakeholders are represented.</p>	<p>The following actions are implemented for continuous support and improvement: Professional Development, on-site Professional Learning Communities (PLC's), strategic planning sessions, Literacy Coach support, and extended learning services for students.</p>

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Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	District monitors state and local assessment data such as: FAST, Phonics & Reading Inventories as well as in-program assessments. This data is analyzed on a district level on a monthly basis and shared with stakeholders through Performance Matters and Power Business Intelligence (Power BI).	Schools monitor state and local assessment data such as: FAST, Phonics & Reading Inventories as well as in-program assessments. This data is analyzed after each assessment period at the school level by grade, teacher, and students on an ongoing basis.
Actions for continuous support and improvement	<p>The following actions are implemented for continuous support and improvement: Live and pre-recorded Professional Development, to include ICADS, Academic Recovery Coaches, Literacy Content Academies for teachers; on-site school support by district personnel, virtual on-demand support through Next Level Champion Check-ins, and monthly communication.</p> <p>The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to plan for effective professional development for coaches and teachers. Collaboration with the Bilingual, Exceptional Student Education, and Assessment departments takes place to ensure that the needs of all stakeholders are represented.</p>	The following actions are implemented for continuous support and improvement: Professional Development, on-site Professional Learning Communities (PLC's), strategic planning sessions, Literacy Coach support, and extended learning services for students.

2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?

The district monitors the weekly/bi-weekly progress monitoring data of the schools very diligently through Performance Matters/Power BI. When a school is demonstrating a decline in performance, the district reaches out to the school site's administrative team to discuss the decrease and plan for instructional support to assist the school site. Data drives the conversation and instructional decisions are made in collaboration with the school site Literacy Leadership Team, region, and district offices to assist the school to meet the needs of the students.

In addition, the district and region personnel review school master schedules to ensure students are properly scheduled across all tiers of instruction. The district and region monitor the implementation of all tiers of instruction through on-site school visits, classroom walkthroughs, and instructional rounds to ensure fidelity to evidence-based programs and practices in place.

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3. Describe what has been revised to improve literacy outcomes for students in the district’s K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.

Based on the analysis of the K-12 CERP Reflection Tool and root-cause analysis of student performance data, the following indicators will be revised to improve literacy outcomes:

- Literacy coaches are provided with the time, preparation and continuous support needed to properly fulfill their role.
- Standards-aligned reading, writing, speaking, and listening instruction is systematically integrated throughout the day in all subject areas.
- All students have access to a rigorous, evidence-based curriculum for reading and writing, and teachers use curriculum with fidelity as evident through site-based monitoring data.
- Tier 3 interventions are provided one-on-one or in very small groups (1-3 students) and are provided only by reading endorsed or certified teachers. Tier 2 and Tier 3 students in grades 6-12 are placed in an intensive reading course with a “strong” Every Student Succeeds Act (ESSA) rated evidenced-based curriculum.
- School-based administrators are provided regular professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment.
- Principals provide training to help teachers integrate phonological 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.

The following areas have been identified as top priority to develop:

1. Continue providing teachers with in-depth professional development and job-embedded training on the new Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) through the use of our core instructional materials to provide teachers with instructional tools to help remediate and accelerate all students to their full academic potential.
2. Continue to strengthen knowledge of all school-site administrators with a focus on the Science of Reading.
3. Continue to ensure all students have access to a rigorous, evidence-based curriculum for reading and writing, and teachers use curriculum with fidelity as evident through site-based monitoring data.
4. Continue providing monthly professional development and targeted job embedded support to Instructional Coaches utilizing the Just Read, Florida Coaching Model in conjunction with the Jim Knight Framework of Coaching.

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

The principal monitors the implementation of the school-level reading plan very diligently through the use of the Framework of Effective Instruction (FEI) along with the data obtained from the core and intervention progress monitoring assessment data. All administrators have access to teacher and student reading data gathered from formative and diagnostic assessments via the district’s internal data platforms. Observational data gathered by school site administrators during core and intervention instruction is shared with the teacher within a day of the walkthrough. Data drives the conversation and instructional decisions are made in collaboration with the school site, region, and district to assist the school to meet the needs of the students.

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

Progress monitoring data is obtained and analyzed on an ongoing basis by school-site administrators to inform instruction and support student need. Action/support plans are created with the teacher based on the areas observed to provide further guidance and support to strengthen instructional delivery to improve student outcomes.

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

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

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

A District Support Formula (DSF) is used to determine the level of support needed for each school within the district. This data-driven approach utilizes the sum of all proficiency measures to determine the school tier. Each grade level configuration is ranked separately. Schools are then ranked based on their DSF score from lowest to highest. Reading proficiency is weighted higher than the other components (i.e., reading carries three times the weight) to ensure students demonstrating the lowest literacy skills receive the maximum support to accelerate closing the achievement gap. Each year, all the schools in the district are categorized into tiers based on their performance on previous year state assessments in reading and math as well as End-of-Course (EOC) Assessments. Schools are designated as Tier 1, Tier 1 Supported, Tier 1 Watch, Tier 2, or Tier 3 and receive individualized support based on their distinctive tier. Schools that are identified as needing Comprehensive Support and Improvement are categorized as Tier 3 schools and receive the highest level of support. M-DCPS designates additional funding to hire Transformation Coaches to provide ongoing support to teachers and interventionists in Tier 1 Watch, Tier 2, and Tier 3 schools. These Transformation Coaches are fully released and play an integral role in teacher development and implementing school-wide interventions. The content-specific school site Transformation Coaches are provided with an additional stipend of \$4,500 to recruit and retain the brightest in the field. Through the negotiated Letter of Understanding (LOU), eighty percent of the coaches' time is to provide direct instructional services related to improving and supporting classroom instruction in schools that receive support from the district's Education Transformation Office (ETO). Transformation Coaches provide support to teachers through coaching cycles (i.e., pre-planning, modeling, observing, and debriefing) to support teachers in effective evidenced-based instructional strategies that improve students' academic performance. Additionally, the Transformation Coach assists and provides support to teachers in the development of rigorous standard-based lessons through effective common planning. Literacy coaches hired are required to be reading endorsed or certified in reading.

B. The Just Read, Florida! Literacy Coach Model ([Rule 6A-6.053\(6\)\(c\), F.A.C.](#))

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

- Provide professional development on the following:
 - The major reading components, as needed, based on an analysis of student performance data;
 - Administration and analysis of instructional assessments; and
 - Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;

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- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor’s degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

1. Is the district using the Just Read, Florida! literacy coach model?

Yes/No

Yes, in conjunction with the Jim Knight Framework of Coaching.

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

3. How is the literacy coach model being communicated to principals?

The Just Read, Florida! Coaching model in conjunction with the Jim Knight Framework of Coaching is communicated to principals via professional development. After professional development is delivered to principals, the coaching model is reinforced through:

- Scaled Leadership Professional Development
- Principal Instructional Rounds
- ELA Monthly Newsletters
- Mid-Year Leadership Conference
- Mid-Year Reflection Meeting

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- End of Year Reflection Meeting
- Synergy Summer Professional Development Conference

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

Miami-Dade County Public Schools implements a multi-tier support plan for coaching. Coaching is a strategic, systematic approach to improving student learning by focusing on core instructional concepts. It is centered on planning, enacting, reflecting on, and refining teaching experiences based on the evidence of student learning. Coaches play a central role in supporting ongoing professional development at the school level by helping teachers become reflective about teaching and learning –both during individual and group coaching sessions as well as during school-based meetings.

The district supports literacy coaches using a variety of strategies. Literacy coaches receive in-depth professional development five times per year utilizing the Just Read, Florida! coaching model in conjunction with the Jim Knight Framework of Coaching. In addition to the coaching model, coaches receive training on the application of the Florida’s B.E.S.T. Standards utilizing the district’s core program, utilizing progress monitoring data to drive instruction, and conducting classroom walkthroughs with a focus on effective instruction.

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 development based on need?

The scope of work for the literacy coaches includes a wide variety of professional learning opportunities. Coaches receive professional development several times during each school year to foster a deep understanding of the curriculum with a focus on ensuring equity and access for all students. Sessions include guidance on data collection, data analysis, and conducting data chats with teachers. This assists coaches with supporting teachers during their planning to target the needs of their students. A personalized action plan is created with the school based on data and observations. The action plan includes professional development, job-embedded support, and literacy coach support.

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

The district monitors the implementation of the coaching model via a district created coaching log that aligns to the Just, Read, Florida! coaching model in conjunction with the Jim Knight Framework of Coaching (observe, co-teach, confer, study research, and reflect on practice) is uploaded on a weekly basis to their Shared Folder in One Drive, where all stakeholders have access. Coaching logs are monitored on a bi-weekly basis by the school’s administrative team and used for building capacity and/or debriefing by district staff at the professional development sessions.

5) K-12 Assessment, Curriculum, and Instruction

A. Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))

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

- **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 C.F.R. 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; and
 - **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; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.

M-DCPS will align K-12 reading instruction with Florida's Formula for Success by updating the district's assessment/decision trees to address the revised formula. Professional development will be provided to all stakeholders on the new components of the revised formula to ensure all students are enrolled in the appropriate course codes for intervention. The document also includes a direct link to the English Language Learners (ELL) and Student with Disabilities (SWD) decision trees for appropriate placement. The in-program progress monitoring tools will be used to monitor the effectiveness of the Florida's Formula for Success. The district will support and monitor the implementation of Florida's Formula for Success by reviewing master schedules, analyzing progress monitoring data for each tier of instruction, develop a walkthrough form that incorporates the revised Formula for Success for accurate monitoring, and provide professional development and support as needed.

2. Describe your public school PreK program’s plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.

The coordinated screening and progress monitoring program is the statewide, standardized program known as Florida's Assessment of Student Thinking (FAST) using Star Early Literacy and is implemented in all VPK programs to assess student achievement of the performance standards. Standards and benchmarks reflect the knowledge and skills that a child on a developmental progression should know and be able to do. The Florida Early Learning and Developmental Standards – Birth to Kindergarten (2017) address eight early learning and developmental domains reflecting a child’s expected age-appropriate progress—physical development, approaches to learning, social and emotional development, language and literacy, mathematical thinking, scientific inquiry, social studies, and creative expression through the arts.

There are two M-DCPS VPK curriculum resources: Houghton Mifflin Harcourt (HMH) Big Day for Pre-K in Title I and fee-based programs and High Scope in Inclusion in Head Start classrooms. Head Start classrooms also utilize SEEDS of Learning as a supplemental curriculum, with a focus on literacy. Student progress in Head Start is measured via COR Advantage, which provides standards-based data to assist teachers in guiding instruction and differentiation.

Instruction in VPK classrooms in M-DCPS focuses on teachers’ specific behaviors that support children’s language and cognitive development. Well managed classrooms, which provide organization and structure for young learners, as well as a warm, welcoming environment, provide the best setting in which children can thrive. Teachers connect concepts, integrate previous knowledge and real-world applications, and encourage children’s creativity by posing questions that prompt decision-making, planning, problem solving and brainstorming to develop higher level thinking skills. VPK students are supported in the classroom by a certified teacher and a paraprofessional, who provide daily instruction and emotional support and anticipate and meet each child’s needs, both academically and emotionally. The Department of Early Childhood Programs (DECP) has provided Classroom Assessment Scoring System (CLASS) training for teachers and paras, as well as tiered support from Curriculum Support Specialist (CSS) staff.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(d\), 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 screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

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- Specific criteria for when a student is identified to receive intensive reading interventions, 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; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, 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 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 PreK-5

1. Grades PreK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades PreK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" 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"/> 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 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 type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input 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 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 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 type="checkbox"/> As Needed <input type="checkbox"/> Other

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Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input 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"/> 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 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 type="checkbox"/> As Needed <input type="checkbox"/> Other
i-Ready Diagnostic	<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"/> 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 checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 2 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
McGraw-Hill Reading Wonders Progress Monitoring Assessments K-1	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" 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"/> 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 checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input 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 type="checkbox"/> As Needed <input type="checkbox"/> Other
McGraw-Hill Reading Wonders Progress Monitoring Assessments 2-5	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input checked="" 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 type="checkbox"/> Other
Reading Horizons Discovery Assessments (Skill Checks and Chapter Tests)	<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"/> 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 checked="" type="checkbox"/> Diagnostic <input 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 type="checkbox"/> As Needed

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Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
				<input type="checkbox"/> Other
Reading Horizons Elevate Assessment (Quizzes and Chapter Tests)	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<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 checked="" type="checkbox"/> Diagnostic <input 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 type="checkbox"/> As Needed <input type="checkbox"/> Other

2. Identification of K-5 Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(10\), F.A.C.](#))

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of

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- phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- o Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

2a. Describe the district’s process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

The district identifies students with a deficiency in reading following the state’s criteria. The district creates an Assessment/Curriculum Decision Tree with the criteria that administrators utilize to identify and place students in Tier 2/Tier 3 reading interventions. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided district support as needed. Early identification and placement of students requiring reading intervention for each upcoming school year is encouraged. Adjustments are made once the new school year data is obtained.

2b. Describe the district’s process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The district identifies students with a substantial deficiency in reading for grades 4-5 if they have been retained, scored two or more grade levels below on the i-Ready Diagnostic, or score an ELA Level 1 or 2 scale score on the FAST ELA Reading Assessment. The district creates an Assessment/Curriculum Decision Tree with the criteria that administrators utilize to identify and place students in Tier 2/Tier 3 reading intervention. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided support as needed. Early identification and placement of students requiring reading intervention for each upcoming school year is encouraged. Adjustments are made once the new school year data is obtained.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Beginning of year data

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

Students show proficiency in reading as evidenced on the FAST assessment.

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

McGraw Hill Wonders is the core curriculum used for grades K-5 for a total of 90-minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. McGraw-Hill Reading Wonders exhibits Tier III promising evidence based on Every Student Success Act (ESSA) guidelines.

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

The performance criteria is a score of on-grade level on the McGraw-Hill Wonders Progress Monitoring Assessments.

Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier 1 instruction is being monitored via formal/informal classroom walkthroughs, formative assessment data, and student work folders.

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

1. Conduct weekly meetings to plan for effective Tier 1 instruction.
2. Analyze student data from the weekly/bi-weekly formative assessments. Identify areas of opportunity to reteach/remediate/or enrich.
3. Plan for small group differentiated activities that work on data driven skills to meet student needs.
4. If the data reveals that most of the class did not master the skills taught, the teacher provides reteaching opportunities in whole group and/or small group.

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

The performance criteria that prompts the addition of Tier 2 intervention is consistently scoring below 70% on the McGraw Hill Wonders assessments or scoring below grade level on any i-Ready Diagnostic Assessment.

Beginning of year data

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

Student scores Level 2 on the FAST PM3 assessment or scores one grade level below on any i-Ready Diagnostic Assessments.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Reading Horizons (RH) Discovery® for grades K-3 meets the ESSA Tier 4 promising levels of evidence.

Reading Horizons Elevate for grades 4-5 does not yet meet strong, moderate or promising levels of evidence; however, the program is fully aligned with the IES K-3 Foundational Skills Practice Guide recommendation(s).

[ESSA Rating for Reading Horizons](#)

Recommendation 1: Academic Language

Academic language instruction and practice are embedded throughout RH Discovery. While developing the necessary phonemic awareness and decoding and encoding skills necessary for fluent word reading, students are introduced to new vocabulary. In the daily process of dictation, teachers use words in context sentences and provide definitions when needed. Students are encouraged to create sentences with these words during the daily Eraser Game. Transfer Cards and their corresponding activities can also be used for this purpose and to deepen academic language skills. Decodable Little Books provide numerous opportunities for developing academic language. Challenge words are highlighted in each book, and teachers use before, during, and after reading activities to develop inferential and narrative language skills. These activities occur in the context of other reading activities and allow for multiple practice opportunities in a variety of contexts.

Recommendation 2: Phonemic Awareness

The RH Discovery® Sound City curriculum was created to support students in the development of phonemic awareness. This curriculum is aligned with the most up-to-date research regarding phonemic awareness instruction and connects with the RH Discovery phonics lessons. Explicit instruction in phoneme articulation, as well as daily instruction and routines in phoneme blending, segmenting, and manipulation will ensure students develop the phonemic proficiency necessary for fluent word reading.

Recommendation 3: Decoding

Through RH Discovery, students receive explicit, systematic instruction in phonics and Most Common Words, beginning with the alphabetic principle and progressing through the encoding and decoding of multisyllabic words. Each lesson builds on the previous, giving students continual, intrinsic, positive reinforcement from the constant practice of previously learned skills. Students practice skills in various contexts and apply these skills to decodable texts. Reading Horizons uses a unique marking system that helps students examine, scrutinize, and memorize the internal structure of words. Predictable, consistent, daily practice strengthens students' visual memory and creates the ability to recognize repeated word patterns and other pertinent visual cues.

Recommendation 4: Connected Text

RH Discovery develops accurate and fluent reading in students through building automaticity in word reading and providing students opportunities for smooth and accurate reading at the word, phrase, sentence, paragraph, and story levels. Transferring to connected text is an integral part of each lesson.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

These sub-groups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. Additionally, ELL students (ESOL levels 1-2, including newcomers) with less than 2 years in the English for Speakers of Other Languages (ESOL) program receive additional Tier 1 targeted small-group instruction with specifically designed strategies and resources that support the acquisition of the English language across the four domains (listening, speaking, reading, writing). The recommended resources are student-centered focusing on the strengths and needs of ELLs and are aligned to the WIDA English Language Development standards.

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

The program provides several multi-sensory strategies embedded within the Daily Core 4 framework.

Number of times per week interventions are provided:

Five times per week

Number of minutes per intervention session:

30 minutes per session

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Explain how the effectiveness of Tier 2 interventions are monitored.

Tier 2 interventions are monitored through in-program assessments including paper/pencil skill checks and online chapter tests for K-3 and online quizzes and chapter tests for grades 4-5.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Teachers will receive professional development training and on-going coaching support to ensure that Reading Horizons is being implemented with fidelity. Progress monitoring assessments will be conducted weekly/bi-weekly to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will be supported and coached to ensure fidelity with instruction and curriculum. Teachers are encouraged to view the Reading Horizons training online modules based on teacher need.

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

Demonstrates negative response to intervention through achieving less than 80% on the Reading Horizons in-program intervention assessments.

Beginning of year data

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

Student scores a Level 1 on FAST PM3 Assessment or scores two grade levels below on any i-Ready Diagnostic Assessment.

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Reading Horizons Discovery® for grades K-3 meets the ESSA Tier 4 promising levels of evidence.

Reading Horizons Elevate for grades 4-5 does not yet meet strong, moderate or promising levels of evidence; however, the program is fully aligned with the IES K-3 Foundational Skills Practice Guide recommendation(s).

[ESSA Rating for Reading Horizons](#)

Recommendation 1: Academic Language

Academic Language instruction and practice are embedded throughout RH Discovery. While developing the necessary phonemic awareness and decoding and encoding skills necessary for fluent word reading, students are introduced to new vocabulary. In the daily process of dictation, teachers use words in context sentences and provide definitions when needed. Students are encouraged to create sentences with these words during the daily Eraser Game. Transfer Cards and their corresponding activities can also be used for this purpose and to deepen academic language skills. Decodable Little Books provide numerous opportunities for developing academic language. Challenge words are highlighted in each book, and teachers use before, during, and after Reading activities to develop inferential and narrative language skills. These activities occur in the context of other reading activities and allow for multiple practice opportunities in a variety of contexts.

Recommendation 2: Phonemic Awareness

The Reading Horizons Discovery® Sound City curriculum was created to support students in the development of phonemic awareness. This curriculum is aligned with the most up-to-date research regarding phonemic awareness instruction and connects with the RH Discovery phonics lessons. Explicit instruction in phoneme articulation, as well as daily instruction and routines in phoneme blending, segmenting, and manipulation will ensure students develop the phonemic proficiency necessary for fluent word reading.

Recommendation 3: Decoding

Through RH Discovery, students receive explicit, systematic instruction in phonics and Most Common

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Words, beginning with the alphabetic principle and progressing through the encoding and decoding of multisyllabic words. Each lesson builds on the previous, giving students continual, intrinsic, positive reinforcement from the constant practice of previously learned skills. Students practice skills in various contexts and apply these skills to decodable texts.

Reading Horizons uses a unique marking system that helps students examine, scrutinize, and memorize the internal structure of words. Predictable, consistent, daily practice strengthens the visual memory and creates the ability to recognize repeated word patterns and other pertinent visual cues.

Recommendation 4: Connected Text

RH Discovery develops accurate and fluent reading in students through building automaticity in word reading and providing students opportunities for smooth and accurate reading at the word, phrase, sentence, paragraph, and story levels. Transferring to connected text is an integral part of each lesson.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

These sub-groups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. Additionally, ELL students (ESOL levels 1-2, including newcomers) with less than 2 years in the English for Speakers of Other Languages (ESOL) program receive additional Tier 1 targeted small-group instruction with specifically designed strategies and resources that support the acquisition of the English language across the four domains (listening, speaking, reading, writing). The recommended resources are student-centered focusing on the strengths and needs of ELLs and are aligned to the WIDA English Language Development standards.

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

The program provides several multi-sensory strategies embedded within the Daily Core 4 framework.

Number of times per week interventions are provided:

Twice a week for 30 minutes or three times a week for 20 minutes

Number of minutes per intervention session:

20-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Tier 3 interventions are monitored through in-program assessments including paper/pencil skill checks and online chapter tests for K-3 and online quizzes and chapter tests for grades 4-5.

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

The district implements the Multi-Tiered System of Supports (MTSS) process to problem-solve on a case-by-case basis analyzing student data and needs. Tier 3 intervention is improved through monitoring data and fidelity to the program and providing support as needed.

3. Summer Reading Camps ([Rule 6A-6.053\(12\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), 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.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

Exploring Reading and Building Vocabulary from Teacher-Created Materials are the programs used for the Grade 3 Summer Reading Camp. Both programs employ the Gradual Release of Responsibility Model to

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teach reading strategies and skills explicitly and systematically. Additionally, structured phonics and word study lessons are an integral part of the instructional framework to strengthen students' decoding skills to increase automaticity and improve fluency. Each phonics and word study lesson includes instruction and application activities to help students break large words into syllables and meaningful chunks. Lastly, the programs used include differentiation options for additional support and/or enrichment for both whole-group and small-group instruction. Exploring Reading and Building Vocabulary exhibit Tier III promising evidence based on ESSA guidelines.

[Every Student Succeed Act \(ESSA\) Evidence-Based Solutions | Teacher Created Materials](#)

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

Yes

3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

Summer reading camps are provided to rising first grade through rising fifth grade students including third grade students who did not meet the criteria for retention who demonstrated a reading deficiency using district and state assessment data.

Exploring Reading and Building Vocabulary from Teacher-Created Materials are the programs used for the Grade 3 Summer Reading Camp. Both programs employ the Gradual Release of Responsibility Model to teach reading strategies and skills explicitly and systematically. Additionally, structured Phonics and word study lessons are an integral part of the instructional framework to strengthen students' decoding skills to increase automaticity and improve fluency. Each phonics and word study lesson includes instruction and application activities to help students break large words into syllables and meaningful chunks. Lastly, the programs used include differentiation options for additional support and/or enrichment for both whole-group and small-group instruction. Exploring Reading and Building Vocabulary exhibit Tier III promising evidence based on ESSA guidelines.

[Every Student Succeed Act \(ESSA\) Evidence-Based Solutions | Teacher Created Materials](#)

Grades 6-8

4. Grades 6-8 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency	<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

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Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Read 180 Reading Inventory	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 All FAST PM3 Level 1 and 2 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 type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Read 180 Phonics Inventory	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 All FAST PM3 Level 1 and 2 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 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 checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
i-Ready	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<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 type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other (2 x Year)

5. Describe the district’s process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

The district identifies students with a deficiency in reading following the state’s criteria. The district creates an Assessment/Curriculum Decision Tree with the criteria that administrators utilize to identify and place students in Tier 2/Tier 3 intensive reading courses. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided support as needed. Accurate identification and placement of students requiring an intensive reading course for each upcoming school year is encouraged. A dashboard for reading placement is created in Power BI to assist schools with placement. Adjustments are made once the new school year data is obtained.

Grades 6-8 Decision Tree

Beginning of year data

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

All students that score at level 1 – 5 on the F.A.S.T. PM3.

THEN TIER 1 Only

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<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Savvas myPerspectives is the core curriculum used for grades 6-12 that is designed with the Gradual Release of Responsibility Model and includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Savvas myPerspectives exhibits Tier III promising evidence based on ESSA guidelines.</p> <p>ESSA Rating for myPerspectives by Savvas</p>	
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The performance criteria is a score of 70% or higher on the Savvas myPerspectives Unit Test which are standard-aligned cold reads.</p>	
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <ul style="list-style-type: none"> • District staff will monitor program implementation fidelity during school site support visits • District staff will collect information from literacy leaders during ICADs and school site support visits • School site administrators conduct walk-throughs using a “look-for” tool designed to ensure curriculum fidelity. • Optional Standards-Aligned Progress Monitoring Tool through Performance Matters • Tier 1 instruction is being monitored through formative assessment data and student work folders. 	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum:</p> <ul style="list-style-type: none"> • District staff will meet quarterly with curriculum vendors to debrief on program effectiveness • English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction • Supplemental tools are utilized to support the content in the core curriculum 	
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <ul style="list-style-type: none"> • A level 1 and 2 in the F.A.S.T. PM3 • i-Ready performance declines to low end yellow zone or red zone 	
<p>Beginning of year data</p>	
<p>IF: Student meets the following criteria at the beginning of the school year: Students that score at level 1 – 2 on the F.A.S.T. PM3</p>	All
THEN TIER 1 Instruction and TIER 2 Interventions	
<p>Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. HMH Read 180 is the Tier 2 intervention program for grades 6-12 and it includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. HMH Read 180 exhibits Tier I strong evidence based on ESSA guidelines.</p> <p>ESSA Rating for Read 180 by HMH</p>	
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. These subgroups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. The intervention program works at the students instructional and independent levels. The curriculum is personalized to meet the individual needs of all students especially our ELL and SWD subgroups.</p>	
<p>Number of times per week interventions are provided: The students receive intervention based on their school’s bell schedule. If the school is on a block schedule, they will meet two or three times a week for 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.</p>	

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<p>Number of minutes per intervention session: The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. Tier 2 interventions are monitored through the Reading and Phonics Inventories as well as the Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? Teachers will receive professional development training and on-going coaching support to ensure that Read 180 is being implemented with fidelity. Progress monitoring assessments will be conducted at the end of every nine weeks to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <ul style="list-style-type: none"> • Student scores at F.A.S.T. PM3 ELA level 1 and 2 at the end of the year • i-Ready performance declines to low yellow zone or red zone • Specific criteria on the Phonics Inventory and Reading Inventory
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: All students that score at level 1 – 2 on the F.A.S.T. PM3 and need remediation with foundational reading skills.</p>
<p style="text-align: center;">THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. HMH System 44 is the Tier 3 intervention program for grades 6-12 and it includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. HMH System 44 exhibits Tier I strong evidence based on ESSA guidelines. ESSA Rating for System 44 by HMH</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. These subgroups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. The intervention program works at the students instructional and independent levels. The curriculum is personalized to meet the individual needs of all students especially our ELL and SWD subgroups.</p>
<p>Number of times per week interventions are provided: The students receive intervention based on their school’s bell schedule. If the school is on a block schedule, they will meet two or three times a week for 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.</p>
<p>Number of minutes per intervention session: The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored. Tier 3 interventions are monitored through the Reading and Phonics Inventories as well as the Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness.</p>

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

Teachers will receive professional development training and on-going coaching support to ensure that System 44 is being implemented with fidelity. Progress monitoring assessments will be conducted at the end of every nine weeks to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.

Grades 9-12

6. Grades 9-12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<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 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 type="checkbox"/> As Needed <input type="checkbox"/> Other
Read 180 Reading Inventory	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 All FAST PM3 Level 1 and 2 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 type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Read 180 Phonics Inventory	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 All FAST PM3 Level 1 and 2 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 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 checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

7. Describe the district's process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

**The state has instructed school districts to utilize the budget allocation for the 2022-2023 CERP to budget for the 2023-2024 CERP until the state releases the allocation in July which is subject to change once the allocation is approved.*

The district identifies students with a deficiency in reading following the state’s criteria. The district creates an Assessment/Curriculum Decision Tree with the criteria that administrators utilize to identify and place students in Tier 2/Tier 3 intensive reading courses. Administrators are trained in using the Decision Tree for proper student placement into intervention and provided support as needed. We encourage accurate identification and placement of students requiring an intensive reading course for each upcoming school year. A dashboard for reading placement created in Power BI to assist schools with placement. Adjustments are made once the new school year data is obtained.

Grades 9-12 Decision Tree
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year: All students that score at level 1 – 5 on the F.A.S.T. PM3</p>
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Savvas myPerspectives is the core curriculum used for grades 6-12 that is designed with the Gradual Release of Responsibility Model and includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Savvas myPerspectives exhibits Tier III promising evidence based on ESSA guidelines.</p> <p>ESSA Rating for myPerspectives by Savvas</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The performance criteria is a score of 70% or higher on the Savvas myPerspectives Unit Test which are standard-aligned cold reads.</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <ul style="list-style-type: none"> • District staff will monitor program implementation fidelity during school site support visits • District staff will collect information from literacy leaders during ICADs and school site support visits • School site administrators conduct walk-throughs using a “look-for” tool designed to ensure curriculum fidelity • Optional standards-aligned progress monitoring tool through Performance Matters • Tier 1 instruction is being monitored through formative assessment data and student work folders.
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum:</p> <ul style="list-style-type: none"> • District staff will meet quarterly with curriculum vendors to debrief on program effectiveness • English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction • Supplemental tools are utilized to support the content in the core curriculum
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <ul style="list-style-type: none"> • A level 1 and 2 in the F.A.S.T. PM3
Beginning of year data

**The state has instructed school districts to utilize the budget allocation for the 2022-2023 CERP to budget for the 2023-2024 CERP until the state releases the allocation in July which is subject to change once the allocation is approved.*

<p>IF: Student meets the following criteria at the beginning of the school year: All students that score at level 1 – 2 on the F.A.S.T. PM3</p>
<p align="center">THEN TIER 1 Instruction and TIER 2 Interventions</p>
<p>Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. HHM Read 180 is the Tier 2 intervention program for grades 6-12 and it includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. HHM Read 180 exhibits Tier I strong evidence based on ESSA guidelines.</p> <p>ESSA Rating for Read 180 by HHM</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. These subgroups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. The intervention program works at the students instructional and independent levels. The curriculum is personalized to meet the individual needs of all students especially our ELL and SWD subgroups.</p>
<p>Number of times per week interventions are provided: The students receive intervention based on their school’s bell schedule. If the school is on a block schedule, they will meet two or three times a week for 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.</p>
<p>Number of minutes per intervention session: The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. Tier 2 interventions are monitored through the Reading and Phonics Inventories as well as the Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? Teachers will receive professional development training and on-going coaching support to ensure that Read 180 is being implemented with fidelity. Progress monitoring assessments will be conducted at the end of every nine weeks to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <ul style="list-style-type: none"> • Student scores at FSA ELA level 1 and 2 at the end of the year • Specific criteria on the Phonics Inventory and Reading Inventory
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) All students that score at level 1 – 2 on the F.A.S.T. PM3 and need remediation with foundational reading skills.</p>
<p align="center">THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p>

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[ESSA Rating for System 44 by HMH](#)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

These subgroups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. The intervention program works at the students instructional and independent levels. The curriculum is personalized to meet the individual needs of all students especially our ELL and SWD subgroups.

Number of times per week interventions are provided:

The students receive intervention based on their school's bell schedule. If the school is on a block schedule, they will meet two or three times a week for 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.

Number of minutes per intervention session:

The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.

Explain how the effectiveness of Tier 3 interventions are monitored.

Tier 3 interventions are monitored through the Reading and Phonics Inventories as well as the Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness.

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

Teachers will receive professional development training and on-going coaching support to ensure that, System 44 is being implemented with fidelity. Progress monitoring assessments will be conducted at the end of every nine weeks to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.

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

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

- Provide professional development required by [s. 1012.98\(4\)\(b\)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;
- Differentiate and intensify professional development 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 development.

Explicit, systematic, and sequential instruction is covered for all reading components: Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension in the following courses:

- Reading Competency 1 - Foundations of Reading Instruction
- Reading Competency 2 – Applications of Research-based Instructional Practices
- Reading Competency 3 – Foundations of Assessment
- Reading Competency 4 – Foundations and Applications of Differentiated Instruction
- Reading Competency 5 – Demonstration of Accomplishment

Professional development opportunities in these competencies are provided through the collaboration between the district, collegiate partners, and Just Read! Florida via Reading Endorsement Pathways: UF Flamingo Literacy Matrix and FSU/FCRR Reading Foundations and Evidence-Based Instructional Practices Strategies. These professional development opportunities ensure that instruction through multisensory activities is embedded in all reading development courses. Additionally, teaching Reading to Students with Dyslexia through Multisensory Strategies is offered to all teachers virtually and through online platforms.

B. List the pathways that are available in your district for earning the Reading Endorsement.

- Online Reading Endorsement Courses through Beacon Educator
- Face-to-Face Courses facilitated by credentialed M-DCPS Adjunct Instructors
- Virtual and Hybrid courses facilitated by credentialed M-DCPS Adjunct Instructors
- UF Flamingo Literacy Matrix Offerings
- UF Lastinger Center Literacy Coach Endorsement Program
- FSU/FCRR Reading Endorsement Offerings
- Local colleges and University Endorsement Coursework Articulation
- Online Reading Endorsement Courses through NEFEC

7) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(2\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

Schools are allocated funds through various entitlement grants such as Title I and Title III, to provide extended learning opportunities to students before-school, after-school and Saturday.

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8) Family Engagement ([Rule 6A-6.053\(11\), F.A.C.](#))

In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial reading deficiency. Include 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).

After students take the i-Ready Diagnostic assessment at the beginning of the school year, schools review the data to identify students with substantial deficiency in reading. Based on the i-Ready Diagnostic Results Student Report Summary, parents are provided with a description and explanation of the student's strengths and weaknesses. As a result, an intervention parent letter and a K-3 Read-at-Home plan for each student is sent to parents with the first grading period report card. In addition, the B.E.S.T. sample texts by standard for grades K-2 have been purchased for teachers to utilize in the classroom as read alouds for students. Lastly, a district created website is available to all stakeholders that includes digital access to eBook platforms and literacy activities. Miami-Dade County Public Schools is also participating in the New Worlds Reading Initiative to foster ongoing, positive connections among families, schools, and communities around a shared mission of ensuring all children learn and love to read. A New Worlds Reading Initiative tab has been added to the English Language Arts website to increase participation and for all schools to access the marketing toolkit and flyers. Additionally, all of the updates sent to the district have been shared with all schools via Weekly Briefing. Lastly, in collaboration with the Parent Academy, parent workshops on literacy and English Language Arts curriculum will be presented to families at schools and community resource centers across the M-DCPS.