

## District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district’s comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

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

### 1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Kelly McCluney	mccluneykl@gm.sbac.edu	(352) 955-7812
Data Element	Kim Neal	nealkm@gm.sbac.edu	(352) 955-7712
Third Grade Promotion	Kelly McCluney	<a href="mailto:mccluneykl@gm.sbac.edu">mccluneykl@gm.sbac.edu</a>	(352) 955-7812
Multi-Tiered System of Supports	Kelly McCluney	<a href="mailto:mccluneykl@gm.sbac.edu">mccluneykl@gm.sbac.edu</a>	(352) 955-7812
Professional Learning	Jennifer Petit-Frere	petitfrerejp@gm.sbac.edu	(352) 955-7650
Reading Endorsement	Jennifer Petit-Frere	petitfrerejp@gm.sbac.edu	(352) 955-7650

### 2) District Expenditures

#### **Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(8)(b)3.b., F.A.C.)**

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

<b>Comprehensive System of Reading Instruction Expenditures</b>	<b>Amount</b>	<b>FTE (where applicable)</b>
Anticipated Amount of District Base Funding for CERP	\$1,567,469	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 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>	\$96,648,00	
<b>Elementary Expenses</b>		
Literacy coaches	560,000	8.0
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	335,285	
Summer reading camps		
<b>Secondary Expenses</b>		
Literacy coaches	280,000	4.0
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	355,714	
<b>K-12/PreK Expenses</b>		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
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		
<b>Other – Please Describe</b>		
Stipends for professional learning	36,470	
<b>Sum of Expenditures</b>	<b>\$1,567,469</b>	<b>12.0</b>

**3) Literacy Leadership – District and School**

**A. Measurable Student Achievement Goals (Rule 6A-6.053(8)(b)3.d., F.A.C.)**

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

FAST

Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention	At & Above Benchmark 40 <sup>th</sup> percentile & above	Urgent Intervention	At & Above Benchmark 40 <sup>th</sup> percentile & above

	<10 <sup>th</sup> percentile		<10 <sup>th</sup> percentile	
VPK	N/A	N/A		
K	20	56	10	60
1	25	53	10	60
2	20	58	10	60

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	23	56	20	59
4	29	50	26	53
5	25	51	22	54
6	24	52	21	55
7	28	52	25	55
8	29	50	26	53
9	23	55	20	58
10	25	52	22	55

**B. Plan Implementation and Monitoring (Rule 6A-6.053(9), F.A.C.)**

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

**1. Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	District Trend Walk Tool (monthly), District Data Dashboard with student assessment information (monthly)	District Common Assessment Data (every three weeks), Trend Walk tool (monthly), Progress Monitoring Data (quarterly)
Actions for continuous support and improvement	Minutes/agendas from Literacy Leadership Team Meeting Notes, Quarterly; Principal Data Chat Notes (Quarterly)	Minutes/agendas from Literacy Leadership Team Meeting Notes, Quarterly; Minutes/agendas from data chats/MTSS Team meetings (monthly)
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	District Trend Walk Tool (monthly), District Data Dashboard with student assessment information (monthly)	District Common Assessment Data (every three weeks), Trend Walk tool (monthly), Progress Monitoring Data (quarterly)
Actions for continuous support and improvement	Minutes/agendas from Literacy Leadership Team Meeting Notes, Quarterly; Principal Data Chat Notes	Minutes/agendas from Literacy Leadership Team Meeting Notes, Quarterly; Minutes/agendas from

	(Quarterly)	data chats/MTSS Team meetings (monthly)
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Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	District Trend Walk Tool (monthly), District Data Dashboard with student assessment information (monthly)	District Common Assessment Data (every three weeks), Trend Walk tool (monthly), Progress Monitoring Data (quarterly)
Actions for continuous support and improvement	Minutes/agendas from Literacy Leadership Team Meeting Notes, Quarterly; Principal Data Chat Notes (Quarterly)	Minutes/agendas from Literacy Leadership Team Meeting Notes, Quarterly; Minutes/agendas from data chats/MTSS Team meetings (monthly)

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

The CERP reflection team chose Literacy Leadership and Professional Learning as our top priorities. The team also identified a need for increased accountability measures. We have built in additional opportunities for district follow up and support with plan implementation as well as the development of a district trend walk observation tool. The implementation of this tool at the school and district level will clearly communicate common expectations, identify specific school or grade level/department needs, and inform and evaluate the effectiveness of professional learning and coaching opportunities.

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

Principals will conduct weekly classroom visits using the district trend walk tools. These observations will be accessible by the Reading Plan Implementation Support Team (Chief of Teaching and Learning, Executive Directors of Curriculum, Director of Curriculum). Principals and their designees will participate in the MTSS problem solving process to ensure students are receiving the support needed as outlined in the decision trees. Principals will ensure their designees document and share agendas and minutes from the Literacy Leadership Team meetings with the Reading Plan Implementation Support Team.

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

Principals will regularly monitor student data by accessing student data through our ClearSight and PowerBI data systems. Some of our supplemental intervention programs (Istation, Amira, IReady, Reading Plus) also have additional data reports within their platforms. Principals and their designees will engage teachers in data chats following the MTSS 4 Step Problem Solving model at least quarterly.

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)

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

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

Yes/No

YES

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

N/A

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

In collaboration with our SRLD, we will provide our school administrators with an overview of the literacy coach model expectations at a professional learning session. Following that, we will provide onsite visits to support implementation of the model.

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

Literacy coaches engage in monthly ongoing professional learning sessions with the support of district staff and our SRLD. Job-embedded, on-site support will be provided based on need from district trend walk data or observations and feedback from administrators

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

These topics, expectations, and the follow up activities involving artifacts from implementation will be incorporated into our monthly literacy coach meetings. Onsite support and follow up will be provided to those who may need additional support by the SRLD or other designee.

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

The Teaching and Learning Leadership Team will conduct regular school visits to provide feedback on the school's implementation of the coach model.

4) Assessment, Curriculum and Reading Instruction

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

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

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

We will provide all administrators and coaches with a refresher session outlining Florida's Revised Formula for Success. We align K-12 reading instruction to this model through structures and systems, including our reading decision trees/MTSS plans, our 90 + 30 ELA blocks in the elementary grades, and our ELA plus additional reading courses (50+50) in grades 6-12. Our core curriculum materials are aligned with FRFS, and include the six instructional components as well as the four assessment components. They have instructional resources which incorporate the principles of Universal Design for Learning as well as strategies to support English language learners.

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

The ACPS Voluntary Pre-Kindergarten Program has established a detailed plan for (1) conducting assessments, (2) implementing a state approved, research-based preschool curriculum, and (3) ensuring that the classroom instruction is based in the FL Early Learning and Developmental Standards. District VPK staff ensure that classroom staff have access to resources and support that will aid in their daily instruction of all students with varying needs. The current plan provides consistency, continuity, and structure throughout all 12 Public School VPK locations in Alachua County so that all VPK students receive a preschool experience that gives them a strong foundation and set them up for success in kindergarten and beyond. In addition, the local Early Learning Coalition monitors the ACPS VPK Program through annual monitoring site visits as well as CLASS Observations to ensure that the students are being taught the curriculum and standards with

fidelity in a high quality preschool environment.

**CURRICULUM:** The ACPS VPK Program utilizes the Frog Street Curriculum for 4 year olds which is on the approved curriculum list by the Division of Early Learning and aligns with the Florida Early Learning and Developmental Standards: 4 Year Olds to Kindergarten (2017). <https://www.floridaearlylearning.com/vpk/vpk-providers/vpk-curriculum>

**STANDARDS:** The ACPS VPK program staff have all completed the required 5 hour training course called "Implementing the Florida Standards in Preschool Classrooms: 3 years old to Kindergarten". In addition, staff are provided with numerous resources to help them implement these standards in their daily lessons. For example, staff are provided with the 2 correlation charts that connect the Frog Street Curriculum to the FL Early Learning and Developmental Standards for PreK.

**INSTRUCTION:** The ACPS VPK Program utilizes an established Pacing Guide and Curriculum Map. Teachers also have access to customizable Frog Street Lesson Plans that combine the objective, learning goals, and provide lessons for all aspects of the preschool day (from circle time, centers, outdoor play, etc.). The Frog Street curriculum also provides guidance on how to modify the lesson for a wide range of learners. In addition, the ACPS VPK program has established an alternative plan for weekly letters, numbers, colors, and shapes that provides a slower introduction of these concepts for classes that may need this accommodation (i.e. the ESE/VPK Inclusion Classes).

**ASSESSMENT:** The ACPS VPK program staff have all attended the required state FAST training and are well-versed on conducting this assessment. In addition, trained District VPK Staff provide hands-on support to the classroom staff so that testing can be completed in small groups while maintaining appropriate adult-student ratio as required by state VPK rules. The results of these assessments are shared with parents within 10 days in writing. Staff also use these results to plan future instruction for the class as a whole as well as for individual students.

#### B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(8)(b)4., F.A.C.)

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to s. 1008.25(9)(b), F.S.
- and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instruction and strategies.
- 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.

- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

**Grades VPK-5**

**1. Grades VPK-5 Assessments**

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

Name of the Assessment	Target Audience (Grades VPK-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"/> VPK <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
FAST ELA Reading	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month



Name of the Assessment	Target Audience (Grades VPK-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"/> 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	Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (DIBELS)	<input type="checkbox"/> VPK <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 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
Other District Assessment (District Common Assessments)	<input type="checkbox"/> VPK <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 type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other

**2. Students with a Substantial Reading Deficiency (Rule 6A-6.053(5), F.A.C.)**

Students identified with a substantial reading deficiency must have an individualized progress monitoring plan that is designed to address the student’s specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student’s reading deficiency. Nothing in Rule 6A-6.053(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student’s reading deficiency.

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

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

- For grades 1 and 2, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
- For grade 3, the student scores below the twentieth (20<sup>th</sup>) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.
- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA 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.**

Principals and Assistant Principals along with school data teams regularly review data to determine students’ needs for additional tiered support. Some measures utilized as screening tools include F.A.S.T. ELA PM3 and DIBELS Benchmark Assessments. Students who score a level 1 on PM3 FAST ELA or below the 20<sup>th</sup> percentile in STAR Reading or Early Literacy or as in need of Strategic or Intensive support are eligible for Tier 2/Tier 3 interventions. Additional details are available in the decision trees below.

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

Principals and Assistant Principals along with school data teams regularly review data to determine students’ needs for additional tiered support. Some measures utilized as screening tools include F.A.S.T. ELA PM3 and DIBELS Benchmark Assessments. Students who score a level 1 on PM3 FAST or as in need of Strategic or Intensive support are eligible for Tier 2/Tier 3 interventions. Additional details are available in the decision trees below.

**3. Students with Characteristics of Dyslexia (Rule 6A-6.053(6), F.A.C.)**

Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S.

**3a. Describe the district’s process for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.**

All students are screened for characteristics of dyslexia through FAST Progress Monitoring and DIBELS 8. Students scoring at or below the 10<sup>th</sup> percentile on STAR Early Literacy or STAR Reading and students scoring a Level 1 on the previous year FAST PM3 and students who score in need of intensive support on DIBELS are eligible for Tier 3 support. Additional screening is provided as outlined below.

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

Students meeting criteria for Tier 3 support based on FAST ELA PM3 and DIBELS are provided additional screening using the Core Phonics assessment. Additional assessments may also be required as recommended by the student’s Educational Planning Team.

## 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.

For foundational literacy needs - we will incorporate systematic phonic/phonological awareness instruction with UFLI (University of Florida Literacy Institute)

The following IES Practice Guide Recommendation(s) inform our interventions.

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. In addition, UFLI Foundations as an intervention for grades 3-5, meets IES Practice Guide Recommendations for Providing Reading Interventions to students in Grades 4-9, including Recommendation 1: Build students' decoding skills so they can read multisyllabic words, Recommendation 2: Provide purposeful fluency-building activities, Recommendation 3: Routinely use a set of comprehension building practices, and Recommendation 4: Provide students with opportunities to make sense of stretch text. The district will support and monitor implementation of this program by quarterly administration of Dibels. Professional learning opportunities will be provided by our district UFLI implementation specialist and the University of Florida Literacy Institute.

Foundations or SIPPS (Systematic Instruction in Phonological Awareness and Sight Words). SIPPS moderate evidence. For vocabulary or comprehension needs, we will utilize intervention materials from Benchmark Advance, our core curriculum, iReady, Istation, or Reading A-Z.

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

Evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners include the following Amira which has a strong level of ESSA Evidence. iStation which has a moderate level of ESSA Evidence. SIPPS which has a moderate level of ESSA Evidence.

UFLI does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in K-3. Recommendations include teaching student's academic language skills including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence), develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), teach students to decode words, analyze word parts, and recognize words (strong evidence), and ensure that each student reads connected text every day to support reading accuracy and fluency (moderate evidence). These recommendations were built into the program by providing targeted opportunities for students to develop phonemic awareness, understanding of letter-sound relationships, and decoding skills through an eight-step routine that includes blending and segmenting, orthographic mapping, explicit instruction and opportunities to read in decodable text. The program has a defined scope and sequence, resource map and the instructional frameworks can be used as a guide to help determine where and what supports may be needed. The district will support and

## 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:**

Scores Level 3 or above on statewide assessment or scores core or core plus on DIBELS 8

### THEN TIER 1 Only

#### Core Instruction

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

The Core Curriculum for K-5 is Benchmark Advance, which has a moderate level of ESSA Evidence. We also use UFLI Foundations as a core foundations literacy curriculum in grades K-2.

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

80% of students are scoring Level 3 or above on F.A.S.T. (or At/Above Benchmark on K-2 F.A.S.T.)  
80% of students are scoring CORE or above on DIBELS 8  
80% of students are scoring 70% or above on District Common ELA Assessments

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

School administrators will conduct regular observations of classroom instruction, with the support of Literacy Specialists. These observations will be associated with student progress data to determine the impact of instructional practice on student learning.

Curriculum Team members will review common assessment data as well as F.A.S.T. data to determine any support teachers may need implementing high quality Tier 1 instruction.

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

School and district staff engage in trend walks to collect data in order to plan for professional learning. In addition, literacy specialists regularly meet with school leaders to review observation data and make plans to support teachers.

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

Students scoring Level 2 on F.A.S.T. (or Intervention/On Watch on K-2 F.A.S.T.)

Students scoring at risk on DIBELS 8

Students consistently scoring below 60% on District Common ELA Assessments

### Beginning of year data

**IF student meets the following criteria at the beginning of the school year:**

Scores Level 2, "on watch" or "intervention" on statewide assessment or scores "at risk" on DIBELS 8

monitor implementation of this program by quarterly administration of Dibels. Professional learning opportunities will be provided by our district UFLI implementation specialist and the University of Florida Literacy Institute.

**For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.**

UFLI Foundations incorporates a research-based multisensory approach.

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

4

**Number of minutes per intervention session:**

20-30

**Explain how the effectiveness of Tier 2 interventions are monitored.**

UFLI weekly encoding assessments, SIPPS mastery tests (biweekly), fluency measures (biweekly), DIBELS Progress Monitoring, or Ready Florida assessments, in addition to the district ELA common assessments which are administered every three weeks. 80% of students should be making progress as measured by these assessments.

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

School teams collect data on the impact of these resources as well as conduct fidelity checks on the implementation of these resources. Administrators and coaches have received training on how to observe implementation with fidelity and will collect fidelity ratings for classroom visits. Fidelity ratings

as well as student attendance/participation records will be compared with district progress monitoring data to measure impact.

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

Student scores "urgent intervention" or level 1 on F.A.S.T., intensive on DIBELS 8, or consistently below 50% on district common assessments

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used.)

Statewide assessment data of Level 1, or urgent intervention  
DIBELS 8 data of intensive support  
Common assessment data consistently below 50%

**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.**

For foundational needs, students will engage in SIPPS (Moderate Evidence) or UFLI Foundations instruction.

For vocabulary or comprehension needs, students will participate in teacher-led small groups of 1-3 students utilizing targeted resources from Istation (Moderate Evidence), Magnetic Reading (Moderate Evidence), Benchmark Intervention (Moderate Evidence), or Imagine Learning (Promising Evidence).

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

The following IES Practice Guide Recommendation(s) inform our interventions.

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. In addition, UFLI Foundations as an intervention for grades 3-5, meets IES Practice Guide Recommendations for Providing Reading Interventions to students in Grades 4-9, including Recommendation 1: Build students' decoding skills so they can read multisyllabic words, Recommendation 2: Provide purposeful fluency-building activities, Recommendation 3: Routinely use a set of comprehension building practices, and Recommendation 4: Provide students with opportunities to make sense of stretch text.

**For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.**

UFLI Foundations incorporates a research-based multisensory approach.

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

5

**Number of minutes per intervention session:**

30-45

**Explain how the effectiveness of Tier 3 interventions are monitored.**

UFLI weekly encoding assessments, SIPPS mastery tests (biweekly), fluency measures (biweekly), DIBELS Progress Monitoring, or Ready Florida assessments, in addition to the district ELA common assessments which are administered every three weeks. 80% of students should be making progress as measured by these assessments.

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

School teams collect data on the impact of these resources as well as conduct fidelity checks on the implementation of these resources. Administrators and coaches have received training on how to observe implementation with fidelity and will collect fidelity ratings for classroom visits. Fidelity ratings as well as student attendance/participation records will be compared with district progress monitoring data to measure impact.

#### 4. Summer Reading Camps (Rule 6A-6.053(7), F.A.C.)

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

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

#### 4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), 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).

Any third-grade student who is not yet meeting grade level expectations in reading by January as well as all students who score a 1 on F.A.S.T. ELA PM3 are invited to attend our district's summer reading camp (known as R.I.S.E. – Reading Intervention Summer Experience). Principals choose teachers for the program based on previous successful experience working with third grade students who need additional support in reading, and only select teachers who hold the reading endorsement or certification. The curriculum team develops guidance to support teachers in the use of evidence-based practices embedded within our curriculum resources. UFLI Foundations, Istation (ESSA Promising), and Scholastic LitCamp (Pending) are curriculum resources used during our summer programs. Curriculum team members visit summer programs to provide feedback and support.

UFLI does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in K-3. Recommendations include teaching student's academic language skills including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence), develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), teach students to decode words, analyze word parts, and recognize words (strong evidence), and ensure that each student reads connected text every day to support reading accuracy and fluency (moderate evidence). These recommendations were built into the program by providing targeted opportunities for students to develop phonemic awareness, understanding of letter-sound relationships, and decoding skills through an eight-step routine that includes blending and segmenting, orthographic mapping, explicit instruction and opportunities to read in decodable text. The program has a defined scope and sequence, resource map and the instructional frameworks can be used as a guide to help determine where and what supports may be needed. The district will support and monitor implementation of this program by quarterly administration of Dibels. Professional learning opportunities will be provided by our district UFLI implementation specialist and the University of Florida Literacy Institute.

Teachers eligible for appointment to the district's summer reading camp must:

- Have a full-time permanent contract;
- Have a valid Florida Teaching Certificate for the coming school year (or have applied and are eligible for one through the Human Resources Office); and must be available for the entire program; and
  - ALL Grade 3 Teachers (for both Summer Learning Academy and Third Grade Reading Camp) must be Reading Endorsed per state guidelines to provide intensive reading interventions. (This specifically applies to grade 3 ESY reading teachers - Sections 1008.25(7)(b)3., 1011.62(9)(c)5.,

4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?

Yes/No

No – But there may be other summer learning options available

**Grades 6-8**

**5. 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"/> 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

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?
Other District Assessment (District Common Assessments)	<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"/> 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 type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
i-Ready Diagnostics	<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 type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Phonics for Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	Monthly



		<input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension		
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**6. Describe the district’s process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

In general, students’ F.A.S.T. ELA data from the previous year is used to determine which students are in need of Tier 2/Tier 3 interventions. School teams review state assessment data and other data including district common assessment data to make the final determination of student eligibility for Tier 2 and Tier 3 support.

**Grades 6-8 Decision Tree**

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

Student scores On-Grade-Level, Proficient, or Mastery (Achievement Level 3+) on the 2023-24 F.A.S.T. ELA PM3.

**THEN TIER 1 Only**

**Core Instruction**

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

*myPerspectives* by Savvas is the core curriculum for the following courses:

- 1001010 M/J LANG ARTS 1
- 1001020 M/J LANG ARTS 1 ADV
- 1001040 M/J LANG ARTS 2
- 1001050 M/J LANG ARTS 2 ADV
- 1001070 M/J LANG ARTS 3
- 1001080 M/J LANG ARTS 3 ADV
- 1002000 M/J LANG ARTS 1 ESOL
- 1002010 M/J LANG ARTS 2 ESOL

- 1002020 M/J LANG ARTS 3 ESOL

*myPerspectives* meets ESSA’s “Moderate” evidence criteria.

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

80% of students are scoring Level 3 or above on F.A.S.T. and  
80% of students are scoring 70% or above on District Common ELA Assessments

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

School administrators will conduct regular observations of classroom instruction, with the support of Literacy Specialists. These observations will be associated with student progress data to determine the impact of instructional practice on student learning.

Curriculum Team members will review common assessment data as well as F.A.S.T. data to determine any support teachers may need implementing high quality Tier 1 instruction.

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

District, school and teacher analysis of F.A.S.T. ELA and district common assessment data with an eye towards standards that require re-teaching and with an eye towards students for whom Tier I is not effective. Teachers meet with the district curriculum specialist to review F.A.S.T. ELA and common

assessment reports to analyze how effectively standard mastery is being met.

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

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

Student scores Below Satisfactory (Achievement Level 2) on the 2023-24 F.A.S.T. ELA PM3.

**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.**

In addition to their ELA class, students will be enrolled in an Intensive Reading class or a Reading elective class with iReady online instruction 30-49 minutes per week. I-Ready has a Promising ESSA Evidence rating.

- 1000010 M/J INTENS READ 1
  - 1000012 M/J INTENS READ 2
  - 1000014 M/J INTENS READ 3
- OR
- 1010000 M/J LITERACY FILM/LI
  - 1010010 M/J LITERACY WRDL LIT

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

In addition to their ELA class, students will be enrolled in an Intensive Reading class or a Reading elective class with iReady online instruction 30-49 minutes per week. I-Ready has a

Promising ESSA Evidence rating.

- 1000010 M/J INTENS READ 1
  - 1000012 M/J INTENS READ 2
  - 1000014 M/J INTENS READ 3
- OR
- 1010000 M/J LITERACY FILM/LI
  - 1010010 M/J LITERACY WRDL LIT

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

5

**Number of minutes per intervention session:**

15-50

**Explain how the effectiveness of Tier 2 interventions are monitored.**

Regular, consistent district, school, and teacher-level review of iReady usage and lesson pass rate. Review of i-Ready diagnostic data at the mid-year to ensure that students are on track for growth goals. Students take the F.A.S.T. PM and district common assessments to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.

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

District personnel perform a weekly review of i-Ready usage data and work with teachers and school administrators to create support plans for students whose usage and mastery performance is off-track. Using data to determine areas of greatest need, Secondary Literacy Specialists provide school-site support to teachers and students not meeting expectations with Tier 2 support.

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

Data indicating lack of student progress as reflected on F.A.S.T. ELA PM1 and/ or PM2 and/ or the district common assessments may prompt the addition of Tier 3 interventions. i-Ready mid year diagnostic data showing the student is not on track to Stretch Growth goal is also used.

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

Student scores Inadequate (Achievement Level 1) on the 2023-24 F.A.S.T. ELA PM3.

**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.**

In addition to their ELA class, students will be enrolled in an Intensive Reading class or a Reading elective class with iReady online instruction 30-49 minutes per week. Based on the data from the i-Ready diagnostics and weekly lessons, and F.A.S.T. ELA data, teachers provide targeted small-group instruction. I-Ready has a Promising ESSA Evidence rating.

Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in 6-8. Recommendations include teaching student's through explicit instruction for decoding, including phonemic awareness, phonics and word recognition, high-frequency words, and encoding (i.e., spelling). Practice for fluency, including accuracy, rate, and expression. The program has a defined scope and sequence, resource map and the instructional frameworks can be used as a guide to help determine where and what supports may be needed. The district will support and monitor implementation of this program by monthly administration of program screeners. Professional learning opportunities will be provided by our district secondary ELA curriculum specialist.

- 1000010 M/J INTENS READ 1
- 1000012 M/J INTENS READ 2
- 1000014 M/J INTENS READ 3

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

In addition to their ELA class, students will be enrolled in an Intensive Reading class or a

Reading elective class with iReady online instruction 30-49 minutes per week. Based on the data from the i-Ready diagnostics and weekly lessons, and F.A.S.T. ELA data, teachers provide targeted small-group instruction. I-Ready has a Promising ESSA Evidence rating.

- 1000010 M/J INTENS READ 1
- 1000012 M/J INTENS READ 2
- 1000014 M/J INTENS READ 3

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

5

**Number of minutes per intervention session:**

50

**Explain how the effectiveness of Tier 3 interventions are monitored.**

Regular, consistent district, school, and teacher-level review of iReady usage and lesson pass rate. Review of i-Ready diagnostic data at the mid-year to ensure that students are on track for growth goals. Students take the F.A.S.T. PM and CAPM assessments to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.

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

District personnel perform a weekly review of i-Ready usage data and work with teachers and school administrators to create support plans for students whose usage and mastery performance is off-track. Using data to determine areas of greatest need, Secondary Literacy Specialists provide school-site support to teachers and students not meeting expectations with Tier 3 support.

**Grades 9-12**

**7. 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"/> 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

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?
		<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment District Common Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
Reading Plus assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually
District Common Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> 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	Other
Dibels	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	Monthly

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

In general, students’ F.A.S.T. ELA data from the previous year is used to determine which students are in need of Tier 2/Tier 3 interventions. School teams review state assessment data and other data including district common assessment data to make the final determination of student eligibility for Tier 2 and Tier 3 support.

**Beginning of year data****IF student meets the following criteria at the beginning of the school year:**

Student scores On-Grade-Level, Proficient, or Mastery (Achievement Level 3+) on the 2023-24 F.A.S.T. ELA PM3.

**THEN TIER 1 Only****Core Instruction**

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

*myPerspectives* by Savvas is the core curriculum for the following courses:

- 1001310 ENG 1
- 1001320 ENG HON 1
- 1001340 ENG 2
- 1001350 ENG HON 2
- 1001370 ENG 3
- 1001380 ENG HON 3
- 1001400 ENG 4

- 1001410 ENG HON 4
- 1002300 ENG 1 THROUGH ESOL
- 1002310 ENG 2 THROUGH ESOL
- 1002320 ENG 3 THROUGH ESOL
- 1002520 ENG 4 THROUGH ESOL

*myPerspectives* meets ESSA's "Moderate" evidence criteria.

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

80% of students are scoring Level 3 or above on F.A.S.T. and  
80% of students are scoring 70% or above on District Common ELA Assessments

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

School administrators will conduct regular observations of classroom instruction, with the support of Literacy Specialists. These observations will be associated with student progress data to determine the impact of instructional practice on student learning.

Curriculum Team members will review common assessment data as well as F.A.S.T. data to determine any support teachers may need implementing high quality Tier 1 instruction.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?**

District, school and teacher analysis of F.A.S.T. ELA and district common assessment data with an eye towards standards that require re-teaching and with an eye towards students for whom Tier I is not effective. Teachers meet with the district curriculum specialist to review F.A.S.T. ELA and CAPM reports to analyze how effectively standard mastery is being met.

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

If students score Inadequate on F.A.S.T. ELA PM1, PM2, and or the district common assessments, school-based MTSS teams will consider adding Tier 2 interventions.

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

Student scores Below Satisfactory (Achievement Level 2) on the 2023-24 F.A.S.T. ELA PM3.

**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.**

In addition to their ELA class, students may also be enrolled in an intensive reading class.

- 1000412 INTENS READ 1
- 1000414 INTENS READ 2
- 1000416 INTENS READ 3
- 1000418 INTENS READ 4

These courses use Reading Plus which has a “Strong” ESSA Evidence rating.

Instructional Practices include:

- Building background knowledge with intentional nonfiction selections.
- Explicit Foundational and Application Vocabulary Practices (IES Practice Guide: Improving Adolescent Literacy)
- Students strategies for staying connected to the text during reading
- Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (IES Practice Guide: Teaching Secondary Students to Write Effectively)
- Small group intervention lessons based on progress monitoring data
- Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.
- Provide explicit vocabulary instruction

Additional supplemental resources include: Khan Academy SAT Prep course with individualized instructional plans and Common Lit: Direct, explicit, systematic instruction with vocabulary and comprehension.

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

In addition to their ELA class, students may also be enrolled in an intensive reading class.

- 1000412 INTENS READ 1
- 1000414 INTENS READ 2
- 1000416 INTENS READ 3
- 1000418 INTENS READ 4

These courses use Reading Plus which has a “Strong” ESSA Evidence rating.

Instructional Practices include:

- Building background knowledge with intentional nonfiction selections.
- Explicit Foundational and Application Vocabulary Practices (IES Practice Guide: Improving Adolescent Literacy)
- Students strategies for staying connected to the text during reading
- Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (IES Practice Guide: Teaching Secondary Students to Write Effectively)
- Small group intervention lessons based on progress monitoring data
- Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.
- Provide explicit vocabulary instruction

Additional supplemental resources include: Khan Academy SAT Prep course with individualized instructional plans and Common Lit (Moderate ESSA rating): Direct, explicit, systematic instruction with vocabulary and comprehension.

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

5

**Number of minutes per intervention session:**

15-50

**Explain how the effectiveness of Tier 2 interventions are monitored.**

Regular, consistent district, school, and teacher-level review of Reading Plus usage and growth. Review of Reading Plus diagnostic data at the mid-year to ensure that students are on track for growth goals. Students take the F.A.S.T. ELA and district common assessments to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.

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

District personnel perform a weekly review of Reading Plus usage and growth data and work with teachers and school administrators to create support plans for students whose usage and mastery performance is off track. Using data to determine areas of greatest need, Secondary Literacy Specialists provide school-site support to teachers and students not meeting expectations with Tier 2 support.

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

If students score Inadequate on F.A.S.T. ELA PM1, PM2, and/ or district common assessments, and/or Reading Plus growth data is below expectations school-based MTSS teams will consider adding Tier 3 interventions.

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

Student scores Inadequate (Achievement Level 1) on the 2023-24 F.A.S.T. ELA PM3.

**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.**

In addition to their ELA class, students will also be enrolled in an intensive reading class.

1000412 INTENS READ 1  
1000414 INTENS READ 2  
1000416 INTENS READ 3  
1000418 INTENS READ 4

These courses use Reading Plus which has a “Strong” ESSA Evidence rating.

Instructional Practices include:

- Building background knowledge with intentional nonfiction selections.
- Explicit Foundational and Application Vocabulary Practices (IES Practice Guide: Improving Adolescent Literacy)
- Students strategies for staying connected to the text during reading
- Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (IES

Practice Guide: Teaching Secondary Students to Write Effectively)

- Small group intervention lessons based on progress monitoring data
- Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.
- Provide explicit vocabulary instruction

Dibels does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in 9-12. Recommendations include teaching student’s through explicit instruction for decoding, including phonemic awareness, phonics and word recognition, high-frequency words, and encoding (i.e., spelling). Practice for fluency, including accuracy, rate, and expression. The program has a defined scope and sequence, resource map and the instructional frameworks can be used as a guide to help determine where and what supports may be needed. The district will support and monitor implementation of this program by monthly administration of program screeners. Professional learning opportunities will be provided by our district secondary ELA curriculum specialist.

Additional supplemental resources include: Khan Academy SAT Prep course with individualized instructional plans and Common Lit: Direct, explicit, systematic instruction with vocabulary and comprehension.

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

In addition to their ELA class, students may also be enrolled in an intensive reading class.

1000412 INTENS READ 1  
1000414 INTENS READ 2  
1000416 INTENS READ 3  
1000418 INTENS READ 4

These courses use Reading Plus which has a “Strong” ESSA Evidence rating.

Instructional Practices include:

- Building background knowledge with intentional nonfiction selections.
- Explicit Foundational and Application Vocabulary Practices (IES Practice Guide: Improving Adolescent Literacy)
- Students strategies for staying connected to the text during reading
- Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (IES Practice Guide: Teaching Secondary Students to Write Effectively)
- Small group intervention lessons based on progress monitoring data
- Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.
- Provide explicit vocabulary instruction

Additional supplemental resources include: Khan Academy SAT Prep course with individualized instructional plans and Common Lit (Moderate ESSA rating): Direct, explicit, systematic instruction with vocabulary and comprehension.

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

5

**Number of minutes per intervention session:**

50

**Explain how the effectiveness of Tier 3 interventions are monitored.**

Regular, consistent district, school, and teacher-level review of Reading Plus usage and growth. Review of Reading Plus diagnostic data at the mid-year to ensure that students are on track for growth goals. Students take the F.A.S.T. ELA and district common assessments to ensure that they are on track with

standards-based instruction as well as the adaptive online reading instruction.

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

District personnel perform a weekly review of Reading Plus usage and growth data and work with teachers and school administrators to create support plans for students whose usage and mastery performance is off track. Using data to determine areas of greatest need, Secondary Literacy Specialists provide school-site support to teachers and students not meeting expectations with Tier 3 support.

### **5) Professional Learning (Rule 6A-6.053(8)(b)3.f.-j., F.A.C.)**

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

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the

FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;

- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

The majority of the professional learning activities described above will be supported by our partnership with the University of Florida Literacy Institute. The UFLI team provides multiple learning opportunities including yearlong professional learning sessions for administrators, coaches, teachers, staff, and families. The sessions are also available through Canvas for anyone who misses a session. In addition, our district and school Literacy Leadership Teams will engage in professional learning sessions supported by our SRLD. All schools will also have additional support from our district Literacy Implementation Specialists, with more assistance provided to RAISE schools. Literacy Leadership Teams with the guidance of the school administration and Literacy Implementation Specialists will identify and establish model classrooms and build a schedule that provides time for collaborative planning and professional learning.

#### **6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b), F.A.C.)**

**Describe any tutoring programs available within your district and include targeted grade levels (e.g., RAISE High School Tutoring).**

Our Title I schools provide Extended Day Intervention for students who are not meeting grade level expectations in reading. In addition, some school sites host volunteer reading tutoring with the support of the University of Florida Literacy Institute supporting students in grades K-3. We continue to explore plans to implement the RAISE high school tutoring program.




**7) Family Engagement (Rule 6A-6.053(8)(b)3.o., F.A.C.)**







In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district’s plan for notifying 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).

Families are notified in writing immediately after a student is identified as having a substantial reading deficiency. Via QR code, the notification directs families to the New World Scholarship program, the New Worlds Reading Initiative, and the ACPS Read-at-Home plan. The ACPS Read-at-Home plan is available on our district website. The Read-At-Home Plan offers suggestions, by grade-level, for families to consider when working with their students at home. In addition, our district is part of the Florida Grade Level Reading Campaign. This group organizes a network of community partners which provide a continuum of services for families with the long-term goal of increasing the number of students reading proficiently by the end of third grade. These partners include the Lastinger Center for Learning who manages the New Worlds Reading Initiative. Our office of Communications and Parent Academy uses multiple methods to inform families of eligible students about the NWRI. We plan to offer targeted family engagement activities for those who are currently participating in the New World's Reading Initiative, as well as to increase participation. In addition, some of our school sites host family educational sessions in partnership with Books and Cooks (an initiative with UF IFAS Extension and the NWRI). Our district also collaborates with the University of Florida Literacy Institute, and has parent resources shared on our website, primarily focused on supporting students in grade K-2.

**8) Assurances (Rule 6A-6.053(8)(b)2., F.A.C.)**

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher’s performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who

	possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Signature:

*Jacquatte Rolle*

Date:

*10/21/24*

10/10/10.

10/10/10.