

District K-12 Comprehensive Evidence-Based Reading Plan

Form No. CERP-1, effective March 2022. This form is incorporated in Rule 6A-6.053, Florida Administrative Code (F.A.C.).

This form must be entered electronically through the Florida Continuous Improvement Management System (CIMS) website at <https://www.floridacims.org/>.

(1) Contact Information, Communication Plan, and Student Achievement Goals (6A-6.053(1), F.A.C.)

- a) **The Main District Reading Contact** will be the Florida Department of Education’s (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan 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.

| Main District Reading Contact | | Title | Email | Phone |
|--|------|-------|-------|-------|
| | | | | |
| Other Contacts | | | | |
| Responsibility | Name | Title | Email | Phone |
| Elementary English Language Arts (ELA) | | | | |
| Secondary ELA | | | | |
| Reading Endorsement | | | | |
| Reading Curriculum | | | | |
| Professional Development | | | | |
| Assessment | | | | |
| Data Element | | | | |
| Summer Reading Camp | | | | |
| Third Grade Promotion | | | | |
| 300 Lowest-Performing Elementary Schools | | | | |
| Multi-Tiered System of Supports (MTSS) | | | | |

- b) **Communication of Plan Information.** Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

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- c) **Measurable Student Achievement Goals.** For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

| Florida Kindergarten Readiness Screener (FLKRS) | | |
|---|--------------------------------|--------------------------------|
| | Previous School Year | Goal for Plan Year |
| | % of Students "Ready" on FLKRS | % of Students "Ready" on FLKRS |
| Kindergarten | | |
| Describe action steps to meet the district's kindergarten readiness goal. | | |
| | | |

| Statewide English Language Arts Standardized Assessment | | | | | | |
|---|-------------------------------|---|---|-------------------------------|---|---|
| Grade | Previous School Year | | | Goal for Plan Year | | |
| | % of Students Scoring Level 1 | % of Students Scoring Level 3 and Above | % of Students Scoring Level 4 and Above | % of Students Scoring Level 1 | % of Students Scoring Level 3 and Above | % of Students Scoring Level 4 and Above |
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Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
 Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

(2) District Budget for Evidence-Based Reading Instruction Allocation (6A-6.053(2), F.A.C.)

- a) Districts will include salaries and benefits, professional development costs, assessment costs, and programs/materials costs required to effectively implement the district’s plan. In accordance with Section 1011.62(8), F.S., the Evidence-Based Reading Instruction Allocation may be used to provide early literacy instruction and interventions to certain students who have completed the Voluntary Prekindergarten Education Program and who are at risk of being identified as having a substantial deficiency in early literacy skills under Section 1008.25(8)(c), F.S.

| Reading Allocation Budget Item | Amount | FTE (where applicable) |
|--|--------|------------------------|
| Amount of District Evidence-Based Reading Instruction Allocation | | |
| Estimated proportional share distributed to district charter | | |
| District expenditures on reading coaches assigned to elementary schools | | |
| District expenditures on reading coaches assigned to secondary schools | | |
| District expenditures on intervention teachers assigned to elementary schools | | |
| District expenditures on intervention teachers assigned to secondary schools | | |
| District expenditures on supplemental materials or interventions for elementary schools | | |
| District expenditures on supplemental materials or interventions for secondary schools | | |
| District expenditures on intensive interventions for elementary students reading below grade level | | |
| District expenditures on intensive interventions for secondary students reading below grade level | | |
| District expenditures on professional development | | |
| District expenditures on helping teachers earn the reading endorsement | | |
| District expenditures on summer reading camps | | |
| District expenditures on the additional hour for schools on the list of 300 lowest-performing elementary schools | | |

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| District expenditures on early literacy instruction and interventions for Voluntary Prekindergarten Education Program completers who are at risk of being identified as having a substantial deficiency in early literacy skills under Section 1008.25(8)(c), F.S. | | |
| Sum of Expenditures | | |

- b) The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading. Describe how the district has prioritized reading allocation funds to fully support K-3 students identified with a substantial deficiency in reading.

(3) School Literacy Leadership Teams (6A-6.053(3)(a), F.A.C.)

Schools must have a Literacy Leadership Team, consisting, in part, of a school administrator, reading coach, media specialist, and lead teachers.

| <i>How is the School Literacy Leadership Team requirement communicated to principals?</i> | <i>To whom at the district level is the roster of School Literacy Leadership Teams communicated?</i> | <i>Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?</i> |
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(4) Professional Development (6A-6.053(4)(b), F.A.C.)

- a) Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 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;
- 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.

- b) Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

| <i>How are professional development requirements communicated to principals?</i> | <i>Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?</i> |
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(5) Charter Schools (6A-6.053(5), F.A.C.)

Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.? **Yes** **No**

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

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor’s degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- experience as successful classroom teachers;
- knowledge of evidence-based reading research;
- special expertise in quality reading instruction and infusing reading strategies into instruction;
- data management skills;
- strong knowledge base in working with adult learners;
- excellent communication skills; and
- outstanding presentation, interpersonal, and time-management skills.

- a) How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

(b) Is the district using the Just Read, Florida! coaching model? **Yes** **No**

If no, please attach the evidence-based model the district is using.

If yes, please complete the following chart:

Requirements of the Just Read, Florida! Coaching Model

- 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 intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

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.

| <i>How are these requirements being communicated to principals?</i> | <i>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</i> | <i>Who at the district level is supporting and monitoring coach time and tasks?</i> | <i>How often is coaching time, tasks, and impact data being reported and reviewed by the district?</i> | <i>What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?</i> |
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| | <i>professional development based on need?</i> | | | |
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(7) District-Level Monitoring of Plan Implementation (6A-6.053(7), F.A.C.)

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

a) Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

| <i>Name of the Assessment</i> | <i>To whom is the assessment administered?</i> | <i>What component of reading/strand of standard is being assessed?</i> | <i>Assessment Type</i> | <i>How often is the data being collected?</i> |
|-------------------------------|--|--|------------------------|---|
| | | Choose an item. | Choose an item. | Choose an item. |
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b) Complete the following chart depicting how the district will meet each of the requirements.

| <i>Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?</i> | <i>What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?</i> | <i>What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?</i> | <i>What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?</i> | <i>How are concerns communicated if the plan is not being implemented to meet the needs of students?</i> |
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c) Districts must annually evaluate the implementation of their K-12 Reading Plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district’s plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district’s K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

(8) School-Level Monitoring of Plan Implementation (6A-6.053(8), F.A.C.)

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students. Complete the chart below.

| Requirements | <i>What process is in place to ensure effective implementation?</i> | <i>Who at the district level supports effective implementation?</i> | <i>What process is in place to identify areas in need of improvement for effective implementation?</i> |
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| School-level Reading Plan implementation | | | |
| Weekly reading walkthroughs by administrators | | | |
| Use of data to determine interventions and support needs of students | | | |

(9) Summer Reading Camp (6A-6.053(9), F.A.C.)

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

a) All district Summer Reading Camp teachers are highly effective and reading endorsed/certified. **Yes** **No**

b) Describe the district’s plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

c) Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option? **Yes** **No**

If yes, describe the district’s instructional plan, include a description of the evidence-based instructional materials that will be utilized.

d) Complete the chart below depicting the number and percentage of students attending summer reading camps.

| Students | Number of Students Attending Summer Reading Camp | Percentage of Students Attending Summer Reading Camp |
|---|---|---|
| Third grade students who score Level 1 and at-risk of retention (1008.25(7)(a)2., F.S.) | | |
| Students who demonstrate a reading deficiency in grades K-2 | | |
| Students who score Level 1 in grades 4-5 | | |

(10) Family Engagement through a Read-At-Home Plan (6A-6.053(10), F.A.C.)

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan 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 deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

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| Who at the district is responsible for monitoring this requirement? |
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(11) Assessment, Curriculum, and Instruction (6A-6.053(11), F.A.C.)

a) 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. Complete the chart below.

| Requirement | <i>How does the district support and monitor implementation?</i> | <i>Who at the district is responsible for supporting and monitoring this requirement?</i> |
|--|---|--|
| Provide whole group instruction utilizing an evidence-based sequence of reading instruction | | |
| Use texts to increase students’ background knowledge and literacy skills in social studies, science, and the arts. | | |

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| Provide small group differentiated instruction in order to meet individual student needs | | |
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b) K-12 reading instruction will align with Florida’s Revised 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;
- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida’s Revised Formula for Success.

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| <i>How does the district support and monitor implementation?</i> | <i>Who at the district is responsible for supporting and monitoring this requirement?</i> |
| | |

c) **Assessment/Curriculum Decision Trees.** 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 the following Assessment/Curriculum Decision Tree template 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. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness

Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- 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. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

| Assessment/Curriculum Decision Tree | |
|--|--|
| Grade Level(s): | |
| IF: | Student meets the following criteria at beginning of school year: <i>(Enter assessment criteria that will be used)</i> |
| THEN: | TIER 1 Only |
| TIER 1 | <p><i>Core Instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned;</i> • <i>builds background and content knowledge;</i> • <i>provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;</i> • <i>incorporates writing in response to reading;</i> • <i>includes accommodations (IEP, ESOL, or 504);</i> • <i>incorporates the principles of Universal Design for Learning; and</i> • <i>includes specially designed instruction for students with disabilities.</i> <p style="text-align: center;">Core Curriculum</p> <p style="text-align: center;"><i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i></p> |

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|---|---|--|
| <i>Progress Monitoring</i> | | |
| <i>Assessment & Frequency</i> | <i>Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students</i> | <i>Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting expectation/benchmark</i> |
| | | |
| <i>How is the effectiveness of Tier 1 instruction being monitored?</i> | <i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?</i> | |
| <i>How is the effectiveness of Tier 1 curriculum being monitored?</i> | <i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?</i> | |
| <i>How is instruction provided to students who receive instruction through distance learning?</i> | | |

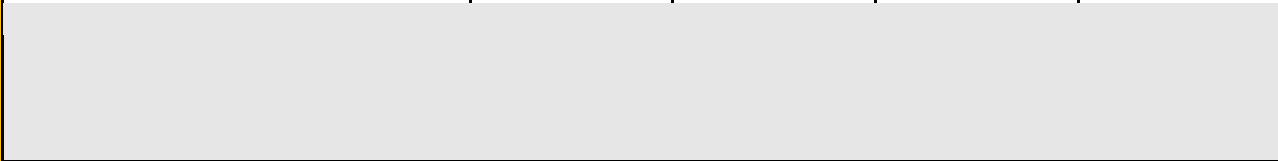
| | |
|--------------|--|
| IF: | Student meets the following criteria at beginning of school year: <i>(Enter assessment criteria that will be used)</i> |
| THEN: | TIER 1 instruction and TIER 2 interventions |

TIER 1 instruction and TIER 2 interventions

Supplemental Instruction/Intervention:

- are standards-aligned;
- address gaps and reduce barriers to students' ability to meet Tier 1 expectations;
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students;
- provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;
- occurs during time allotted in addition to core instruction; and
- includes accommodations (IEP, ESOL, or 504).

| TIER 2 Programs/Materials/Strategies & Duration | TIER 2 Progress Monitoring | | | |
|---|----------------------------|--|--|--|
| | Assessment & Frequency | Performance Criteria to discontinue Tier 2 interventions | Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction | Performance Criteria that prompts the addition of Tier 3 interventions |
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| <i>Number of times per week intervention provided</i> | | <i>Number of minutes per intervention session</i> | |
|---|--|---|--|

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

IF: Student meets the following criteria at beginning of school year: *(Enter assessment criteria that will be used)*

THEN: **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

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| TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions | <i>Intensive, Individualized Instruction/Intervention:</i> <ul style="list-style-type: none"> • is targeted instruction based on student need; • provides small group or one-on-one instruction; • includes accommodations (IEP, ESOL, or 504); • includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and • ensures additional time allotted is in addition to core instruction and Tier 2 interventions. | | | | |
| | <i>Tier 3 Programs/Materials/Strategies & Duration</i> | <i>Tier 3 Progress Monitoring</i> | | | |
| | | <i>Assessment & Frequency</i> | <i>Performance Criteria to discontinue Tier 3 interventions</i> | <i>Performance Criteria indicating continuation of Tier 3 interventions</i> | <i>Performance Criteria that prompts intensified Tier 3 interventions</i> |
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| | <p>All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p> | | | | |
| <p>Number of times per week intervention provided</p> | | | <p>Number of minutes per intervention session</p> | | |

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| | <p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?</i></p> |
| | <p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> |
| | <p><i>How are Tier 3 interventions provided to students who receive interventions through distance learning?</i></p> |

(12) Identification of Students with a Substantial Reading Deficiency (6A-6.053(12), F.A.C.)

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., 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 deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district’s approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district’s approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Describe the district’s process for identifying students with a substantial deficiency in reading based on the criteria above.

(13) 300 Lowest Performing Elementary Schools. (6A-6.053(13), F.A.C.)

Each school district that has one or more of the 300 lowest-performing elementary schools must provide an additional hour per day of intensive reading instruction for the students in each school as required by Section 1011.62(9), F.S. The additional hour may be provided within the school day.

Does the district have one or more of the 300 lowest-performing elementary schools? **Yes** **No**

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

The intensive reading instruction delivered in this additional hour includes evidence-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, progress monitoring, diagnostic, or student assessment data to meet students' specific reading needs;***
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and***
- coordinated integration of civic literacy, science, and mathematics text reading, text discussion, and writing in response to reading.***