

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Michelle Dehghani – FSA IL	mdehghani@flvs.net	786-382-3345
	Patti Hunt – FLVS Literacy Admin.	phunt@flvs.net	239-826-7564
Data Element	Beth Gagne – FLVS Operations Admin.	egagne@flvs.net	941-322-2259
ESOL	Hope Pierce – ESOL Coordinator	hpierce@flvs.net	727-537-9163
Multi-Tiered System of Supports	Michelle Dehghani	mdehghani@flvs.net	786-382-3345
Other (Enter Responsibility)			

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	N/A	
Intervention teachers	234,841.53	2
Third grade summer reading camps	N/A	
Summer reading camps	N/A	
Secondary Expenses		
Literacy coaches	N/A	
Intervention teachers	469,683.08	4
PreK-Grade 12 Expenses		
Scientifically researched and evidence-based supplemental instructional materials	5,531.00	
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	6,500.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an 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		
Other – Please Describe. Add additional rows as needed.		
Assessment	48,060.00	
Intervention Support Supplements	21,902.40	
Estimated Sum of Expenditures	786,518.01	6

3) Literacy Leadership – District and School

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

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

Florida Scholars Academy (FSA) will utilize STAR Renaissance to implement pre and post data diagnostics for students to initiate a catered learning plan for their diverse needs. Through STAR Renaissance assessments in reading, FSA instructors will be able to utilize research-based progress monitoring tools to help identify and prioritize student needs, drive instruction, set attainable goals, and continuously track progress throughout the year. Our goal for the 2026-2027 school year is for all students to obtain an increase in 1 grade level for STAR Reading grade equivalency. STAR Renaissance diagnostic assessments in reading will be administered to each student upon enrolling in Florida Scholars Academy and data attained will be essential in measuring and generating a specified educational plan for student

achievement. Due to the transient nature of the student population, many students are not enrolled in the program during the FAST administration periods.

For 4-10, establish clear and measurable student literacy achievement goals based on achievement levels from the STAR Reading Assessment.

STAR Reading				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention	Urgent Intervention	At/Above Benchmark	At/Above Benchmark
4	0%	49%	0%	51%
5	100%	49%	0%	26%
6	49%	33%	7%	26%
7	57%	49%	29%	30%
8	50%	49%	13%	26%
9	50%	49%	0%	26%
10	29%	28%	18%	26%

1. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\)](#), F.A.C.)

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

1. Provide an explanation of the following:

Grades 4-5	District Level	School Level
Data that will be collected and frequency of review	- FAST ELA Reading - Star Reading	- FAST ELA Reading - Star Reading - Course & Program Data - Achieve Level Set - Classroom Data
Actions for continuous support and improvement	The district data will be monitored by the district assessment team. Data meetings between the district and school leaders will happen throughout the year to identify successes, needs, and areas for improvement.	Through school-level problem-solving meetings involving teachers, students, interventionists, leadership, and other stakeholders, schools will review and make instructional changes as needed.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	- FAST ELA Reading - Star Reading	- FAST ELA Reading - Star Reading - Course & Program Data - Achieve Level Set - Classroom Data
Actions for continuous support and improvement	The district data will be monitored by the district assessment team. Data meetings between the district and school leaders will happen throughout the year to identify	Through school-level problem-solving meetings involving teachers, students, interventionists, leadership, and other stakeholders, schools will review and make instructional changes as needed.

	successes, needs, and areas for improvement.	
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	- FAST ELA Reading - Star Reading	- FAST ELA Reading - Star Reading - Course & Program Data - Achieve Level Set - Classroom Data
Actions for continuous support and improvement	The district data will be monitored by the district assessment team. Data meetings between the district and school leaders will happen throughout the year to identify successes, needs, and areas of improvement.	Through school-level problem-solving meetings involving teachers, students, interventionists, leadership, and other stakeholders, schools will review and make instructional changes as needed.

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

Based on the Reflection Tool findings and group discussion, the CERP will be revised to strengthen collaboration, build staff capacity, and better support students and families. A key revision will be the development of a new literacy leadership team that includes district staff, school staff, coordinators, ESOL representatives, and a family engagement specialist. Interested teachers will also have the opportunity to volunteer, ensuring diverse perspectives and shared ownership of literacy initiatives.

The leadership team will guide targeted professional learning aligned to the specific needs of teachers, with a focus on differentiation to better meet the diverse needs of students. In addition, the FLVS Literacy Team, in conjunction with the FSA District Literacy Leadership Team (LLT), will develop a library of micro-learning literacy professional development sessions designed to differentiate and meet the unique needs of FSA teachers. This will ensure that professional learning is flexible, accessible, and responsive to staff needs.

Additionally, the CERP will place a stronger emphasis on family engagement by identifying and providing resources to support students as they transition out of the program. This focus will help extend literacy support beyond the classroom and promote continuity of learning.

Overall, these revisions aim to create a more collaborative, responsive, and sustainable approach to improving literacy outcomes for all students.

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

Instructional Leaders monitor reading plan implementation through data-driven oversight and regular dialogue. The intervention team provides continuous reports on attendance, progress monitoring, and behavior, allowing leadership to evaluate student engagement and the efficacy of classroom support.

Monitoring is further sustained through:

Reading Walkthroughs: Weekly classroom walkthroughs to ensure instructional alignment.

Stakeholder Consultation: Regular data reviews between the administration, teachers and interventionists.

Instructional Adjustments: Real-time support to help teachers deliver the curriculum effectively.

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.

The Instructional Leaders monitor FAST ELA Reading PM and Star data through a collaborative, data-driven framework.

Instructional Leaders oversee this process via:

Integrated Data Analysis: Leadership reviews attendance, progress monitoring, and behavior notes from the intervention team to identify engagement or behavioral impacts on performance.

Problem-Solving Teams: Students not showing mastery in assessments or DBAs are referred to school-level meetings where teachers, interventionists, and leaders determine specific support needs.

Instructional Alignment: Instructional Leaders analyze observation data to ensure literacy strategies are implemented effectively, bridging the gap between student needs and classroom delivery.

Real-Time Feedback: Data is systematically shared with teachers to shift instructional focus and align classroom support with current progress monitoring outcomes.

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

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

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

☐ Yes

☒ No

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

N/A

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

N/A

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

N/A

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?

N/A

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

N/A

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

N/A

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

The Florida Scholars Academy (FSA) aligns with Florida's Formula for Reading Success by integrating evidence-based literacy into the DJJ's "Accelerating Academic Achievement" cornerstone through these key areas:

Evidence-Based Instruction: Delivery models explicitly address the six essential components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension).

Data-Driven Framework: FSA utilizes the state's four-assessment model. In school-level meetings, teams review attendance, behavior, and progress data to tailor instruction for SWD and ELL populations.

Differentiated Support: Instruction is modified through the problem-solving process to ensure IEP compliance for students with disabilities and ESOL best practices (scaffolding and academic language) for English language learners.

Systemic Improvement: The Instructional Leader walkthroughs create a monitoring loop, ensuring classroom fidelity and that remediation is based on the real-time needs of youth.

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

N/A

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

N/A

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

N/A

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades 4-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
		☒ Comprehension		☐ As Needed ☒ Other
KidBiz 3000 Level Set	☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other

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

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

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

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

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

N/A - The Florida Scholars Academy specifies eligibility criteria as youth ages 10-21 who are placed in residential commitment programs.

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

Tier 1: Universal Instruction and Screening

All students receive grade-level Tier 1 instruction and participate in ongoing academic monitoring. Student performance data is reviewed regularly using multiple data sources, including:

- FAST ELA assessments (when available)
- STAR Reading assessments
- Discussion-Based Assessments (DBAs)
- Course grades and assignment completion
- Progress-monitoring assessments
- Attendance and engagement data
- Teacher observations

Students demonstrating performance below grade-level expectations, limited academic growth, or significant skill deficits are flagged for further review by the Problem-Solving Team.

Problem Identification and Data Review

The Problem-Solving Team reviews multiple data sources to identify students who may require additional support. The team analyzes academic performance, growth trends, attendance, engagement, intervention history, and teacher input to determine the nature and severity of the student's learning needs.

The team focuses on identifying specific skill deficits, determining possible root causes, and evaluating whether current Tier 1 supports are sufficient.

Tier 2: Targeted Supplemental Intervention

One teacher-led, data-driven intervention session per week designed for students who require additional academic support to succeed in the core curriculum. Tier 2 interventions are systematic, explicit, and aligned with Tier 1 instruction.

- **Frequency and Delivery:** One teacher-led, data driven intervention session per week.
- **Bi-Weekly Progress Monitoring:** Progress monitoring data is formally collected bi-weekly. This data is utilized to actively evaluate the student's progress toward bridging the specific educational gaps required for success in their core academic classes.
- **Mid-Cycle Data Review:** At the midpoint of the intervention cycle, the problem-solving team conducts formal data chats to audit the student's progress and the program's fidelity.
 - o **Fidelity Check:** The team verifies that the intervention is being delivered as designed.
 - o **Data Review:** The Problem-Solving Team reviews the following data points
 - FAST and STAR assessment data
 - Progress-monitoring results
 - Course performance and DBAs
 - Attendance and engagement trends
 - Intervention participation and fidelity
 - Teacher observations and classroom performance
- **End of Cycle Data Review:** At the end of the intervention cycle, the problem-solving team conducts an additional formal data chat to audit the student's progress and the program's fidelity.
 - o **Fidelity Check:** The team verifies that the intervention is being delivered as designed.

- o **Data Review:** The Problem-Solving Team reviews the following data points
 - FAST and STAR assessment data
 - Progress-monitoring results
 - Course performance and DBAs
 - Attendance and engagement trends
 - Intervention participation and fidelity
 - Teacher observations and classroom performance

Tier 3: Intensive Intervention

Two teacher led intensive intervention sessions designed to target foundational skills gaps. Tier 3 interventions provide increased instructional intensity, individualized support, and more frequent progress monitoring targeted to the student's specific skill deficits. Students may be considered for Tier 3 intervention when ongoing progress-monitoring data demonstrates insufficient response to Tier 2 interventions despite documented attendance, participation, and intervention fidelity.

- **Weekly Progress Monitoring:** Progress monitoring data is formally collected weekly. This data is utilized to actively evaluate the student's progress toward bridging the specific educational gaps required for success in their core academic classes.
- **Mid-Cycle Data Review:** At the midpoint of the intervention cycle, the problem-solving team conducts formal data chats to audit the student's progress and the program's fidelity.
 - o **Fidelity Check:** The team verifies that the intervention is being delivered as designed.
 - o **Data Review:** The Problem-Solving Team reviews the following data points
 - Ongoing progress-monitoring data
 - FAST and STAR performance
 - Diagnostic assessment results
 - Course performance and DBAs
 - Teacher observations
 - Attendance and engagement data
 - Problem-Solving Team review of intervention effectiveness
- **End of Cycle Data Review:** At the end of the intervention cycle, the problem-solving team conducts an additional formal data chat to audit the student's progress and the program's fidelity.
 - o **Fidelity Check:** The team verifies that the intervention is being delivered as designed.
 - o **Data Review:** The Problem-Solving Team reviews the following data points
 - Ongoing progress-monitoring data
 - FAST and STAR performance
 - Diagnostic assessment results
 - Course performance and DBAs
 - Teacher observations
 - Attendance and engagement data
 - Problem-Solving Team review of intervention effectiveness

Problem-Solving Team Review and Placement Decisions

During scheduled data-review cycles, the Problem-Solving Team evaluates student growth trends, intervention effectiveness, and identified skill deficits. Students demonstrating limited growth, persistent academic deficiencies, or continued performance significantly below grade-level expectations may be considered for Tier 3 interventions, additional diagnostic assessments, or modifications to the intervention plan.

Because students may enroll throughout the school year, some students may not have sufficient intervention history or prior assessment data available. In these cases, the intervention team administers screening and diagnostic assessments, reviews available academic records, evaluates current classroom performance, and analyzes attendance and engagement data to determine the appropriate level of support and intervention placement.

Decision-Making Process

Following each review cycle, the Problem-Solving Team determines whether to:

- Continue the current intervention plan;
- Modify intervention strategies;
- Increase intervention intensity and move the student to Tier 3;
- Return the student to Tier 1 supports; or
- Recommend additional diagnostic or multidisciplinary evaluation when appropriate

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

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

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

N/A - The Florida Scholars Academy specifies eligibility criteria as youth ages 10-21 who are placed in residential commitment programs.

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

N/A - The Florida Scholars Academy specifies eligibility criteria as youth ages 10-21 who are placed in residential commitment programs.

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

Data chats occur between administrators and teachers during monthly or bi-monthly one-on-one meetings. Administration, support staff, and teachers will discuss data during these meetings to implement instructional shifts. The school-based Literacy Leadership Team meets monthly to review school data and trends to determine needs.

5. For grades 4-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 Problem-Solving Process

The Problem-Solving Team follows a structured MTSS framework to improve the effectiveness of Tier 2 interventions:

Problem Identification: Students are identified through FAST ELA, STAR Reading, classroom performance, DBAs, attendance, and engagement data.

Problem Analysis: The team analyzes data to determine the root cause of the performance gap, including specific skill deficits, attendance concerns, instructional barriers, or engagement issues.

Intervention Planning: An evidence-based Tier 2 intervention plan is developed with clearly defined goals, progress-monitoring measures, instructional strategies, and intervention dosage.

Implementation & Progress Monitoring: Interventions are delivered with fidelity while student progress is monitored through assessment data, coursework, attendance, and teacher observations.

Evaluation & Decision-Making: The team reviews student response to intervention and determines whether to continue, modify, intensify, or discontinue support based on documented progress.

Data Sources Used to Evaluate Intervention Success

The Problem-Solving Team evaluates intervention success by triangulating several data points:

Assessment Scores: Analysis of STAR Reading, FAST ELA, and Discussion-Based Assessments (DBAs).

Progress Monitoring: Frequent checks to ensure students maintain progress on Tier 2-specific tasks.

Engagement Metrics: Review of attendance data to ensure the student is receiving the intended dosage.

Qualitative Evidence: Teacher observations and course grades to see if skills are transferring to Tier 1 instruction.

Formative & Summative Review Cycles

Monitoring occurs at two critical intervals to allow for real-time adjustments:

Mid-Cycle Review: Conducted halfway through the intervention phase to check for immediate response. If a lack of progress is evident, the team can pivot strategies or prepare for Tier 3 screening.

End-of-Cycle Review: A comprehensive summative evaluation of all data to determine if the student has met grade-level benchmarks or requires continued/increased support.

Collaborative Data Chats

Regular conversations are held between the administration, classroom teachers and interventionists. These "data chats" ensure that the intervention remains focused on the student's specific deficit areas and that the instructional delivery is high-quality and consistent.

6. For grades 4-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 Problem-Solving Process

The Problem-Solving Team follows a structured MTSS framework to identify, analyze, and address significant skill deficits requiring intensive intervention.

Problem Identification: Students are considered for Tier 3 support when multiple data sources indicate insufficient response to Tier 2 interventions. The team reviews FAST ELA, STAR Reading, diagnostic assessments, DBAs, classroom performance, attendance, and intervention data to identify persistent learning gaps.

Problem Analysis: The team conducts a root-cause analysis to determine the specific barriers preventing student success. This includes examining foundational skill deficits, intervention fidelity, attendance patterns, behavioral factors, and other academic or environmental influences impacting progress.

Intervention Planning: An individualized Tier 3 intervention plan is developed that includes targeted evidence-based interventions, increased instructional intensity, specific progress-monitoring measures, intervention frequency and duration, and clearly defined growth goals.

Implementation & Progress Monitoring: Interventions are delivered with fidelity and monitored closely through frequent progress-monitoring assessments and ongoing review of student performance data.

Evaluation & Decision-Making: The Problem-Solving Team regularly evaluates student response to intervention and determines whether to continue, modify, intensify, fade, or refer for additional evaluation based on documented outcomes.

Monitoring Tier 3 Intervention Effectiveness

The effectiveness of Tier 3 interventions is monitored through focusing on individual student response to high-frequency support:

Intensive Data Tracking: The Problem-Solving Team reviews performance sessions. Monitoring focuses on mastery of specific foundational deficits (e.g., phonics, fluency) identified by diagnostic screeners.

Frequent Progress Monitoring: Success is measured by closing the gap between the student's current performance and the 20th percentile state benchmark.

Comprehensive Review: Effectiveness is evaluated by triangulating STAR/FAST gains, DBA mastery, and behavior/attendance notes. This determines if the intensive intervention is overcoming external barriers to learning.

Formative & Summative Review Cycles: Monitoring occurs at two critical intervals to allow for real-time adjustments:

Mid-Cycle Review: Conducted halfway through the intervention phase to check for immediate response. If a lack of progress is evident, the team can pivot strategies or prepare for Tier 3 screening.

End-of-Cycle Review: A comprehensive summative evaluation of all data to determine if the student has met grade-level benchmarks or requires continued/increased support.

Problem-Solving Integration: If the mid-cycle or end-of-cycle review shows a lack of progress despite high attendance, the team meets to determine if a change in intervention strategy, a different evidence-based program, or further specialized evaluation is required.

Outcome: Students who demonstrate consistent growth may be stepped down to Tier 2, while those who do not respond may require an adjustment in intervention intensity or a referral for a multi-disciplinary evaluation.

Grades K-5 Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

If a student has scored a Level 3 or above on the previous year FAST ELA Reading Progress Monitoring assessment OR has scored At/Above Benchmark on the Star assessment, then the student will receive Tier 1 instruction only.

Renaissance Star Reading: At/Above 40 - Benchmark

Reading Unified Benchmarks and Cut Scores-40%

4th Grade Fall - 983 Winter - 995 Spring - 1006 5th Grade Fall - 1022 Winter - 1031 Spring - 1041	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.	
• Module Exams with a 70% or higher • Discussion-Based Assessments (60% or above) • Star At/Above Benchmark • FAST ELA Reading PM - Levels 3 or above	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
FLVS 4-5 ELA Curriculum	2024
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
4th–5th Grade	
Students may be considered for Tier 2 intervention when one or more of the following criteria are met:	
• FAST ELA Screening Results: Performance below the state-established benchmark or demonstrating a Level 1 or low Level 2 performance on FAST assessments when available and/or; • STAR Reading Results: Performance between the 10th and 25th percentile rank, or evidence of significant risk based on STAR benchmark indicators and/or; • The 25th Percentile Rule: Scoring between the 10th and 25th percentile on available universal screeners and diagnostic assessments and/or; • Tier 1 Performance Data: Failure to meet Tier 1 instructional benchmarks across three consecutive data points despite participation in core instruction and/or; • Progress Monitoring Trends: Insufficient growth toward grade-level expectations based on classroom assessments, DBAs, coursework, and progress-monitoring data and/or; • Specific Skill Gaps: Identification of one or two foundational skill deficits that significantly impact success within the Tier 1 instructional environment and/or; • Problem-Solving Team Recommendation: Review of multiple data sources indicating a need for supplemental targeted intervention.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	

Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) If a student has scored a Level 1 or 2 on the previous year's FAST ELA Reading Progress Monitoring assessment OR has scored Below Benchmark on the Star assessment, then the student will receive Tier 1 instruction with the addition of Tier 2 interventions. Renaissance Star Reading: Below 25 - Intervention Reading Unified Benchmarks and Cut Scores-25% <u>4th Grade</u> Fall - 955 Winter - 967 Spring - 978 <u>5th Grade</u> Fall - 994 Winter - 1003 Spring - 1013		
Number of times per week interventions are provided: At least 1X per week Number of minutes per intervention session: Minimum of 20 minutes per session		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000 – Elementary (KidBiz3000)	Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. N/A - <i>The Florida Scholars Academy specifies eligibility criteria as youth ages 10-21 who are placed in residential commitment programs.</i>		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Tier 2 Fidelity Requirements Before a Tier 3 referral is considered, the Problem-Solving Team verifies that Tier 2 interventions have been implemented with fidelity:		

- **Attendance:** The student has met the attendance threshold for intervention sessions and has had consistent access to instruction.
- **Intervention Participation:** The student has received the scheduled targeted instruction as outlined in the intervention plan.
- **Progress Monitoring Compliance:** Required progress-monitoring activities have been completed and documented throughout the intervention cycle.
- **Implementation Fidelity:** Intervention strategies have been delivered consistently and as designed.

Academic Performance and Progress Monitoring Data

If Tier 2 interventions have been implemented with fidelity and the student continues to demonstrate insufficient response to intervention, the Problem-Solving Team may consider Tier 3 support based on multiple ongoing data sources:

- **FAST ELA Performance (when available):** Continued performance significantly below grade-level expectations or failure to meet benchmark growth targets across assessment windows and/or;
- **STAR Reading Data:** Performance below the 10th percentile or placement within the "Urgent Intervention" category across multiple assessment periods and/or;
- **Progress Monitoring Trends:** Insufficient growth demonstrated through ongoing progress-monitoring data, including a stagnant rate of improvement that is unlikely to close the achievement gap despite targeted support and/or;
- **Classroom Performance Data:** Continued difficulty meeting grade-level standards as evidenced by coursework, unit assessments, DBAs, classroom assignments, and teacher observations and/or;
- **Intervention Response Data:** Limited or no measurable response to Tier 2 interventions despite consistent attendance, participation, and documented intervention fidelity and/or;
- **Diagnostic Assessment Results:** Persistent foundational skill deficits identified through diagnostic and supplemental assessments that require more intensive intervention and/or;
- **Attendance and Engagement Data:** Ongoing attendance, participation, and engagement concerns that continue to impact academic performance despite targeted supports.

Problem-Solving Team Review

The Problem-Solving Team conducts a comprehensive review of academic, intervention, attendance, engagement, behavioral, and progress-monitoring data to determine whether the student requires increased intervention intensity. Based on the review, the team may:

- Continue Tier 2 interventions with adjustments;
- Increase intervention intensity and move to Tier 3 support;
- Recommend additional diagnostic assessments; or
- Refer for further multidisciplinary evaluation when appropriate.

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

Beginning of Year Data

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

If a student has scored a Level 1 on the most recent FAST Progress Monitoring assessment OR has scored at the Urgent Intervention level on the Star assessment, then the student will receive additional screeners in Achieve3000 and from the RtI team to determine if Tier 3 is the appropriate placement.

Students scoring "BR" for beginning readers will be placed immediately into Tier 3.

Renaissance Star Reading: Below 10 - Urgent Intervention

Reading Unified Benchmarks and Cut Scores-10%

4th Grade

Fall - 914

Winter - 926

Spring - 938

5th Grade

Fall - 950

Winter - 961

Spring - 972

Number of times per week interventions are provided: At least 2x per week

Number of minutes per intervention session: Minimum of 20 minutes per session

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve3000 – Elementary (KidBiz3000)	Promising	
Teacher led small group sessions		

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		

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

N/A - The Florida Scholars Academy specifies eligibility criteria as youth ages 10-21 who are placed in residential commitment programs.

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

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

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

- o *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: N/A - The Florida Scholars Academy specifies eligibility criteria as youth ages 10-21 who are placed in residential commitment programs.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):
Alternative Assessment Used:
Additional Information (optional):

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐ Yes ☒ No The Florida Scholars Academy is a year long school that runs in trimesters.
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Star Reading	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
TeenBiz 3000 Level Set	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Discussion Based Assessments (DBAs)	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Oral Reading Fluency – Six Minute Solution or Dibels depending on student reading level	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

MTSS Process for Identifying Grades 6–8 Students in Need of Tier 2 and Tier 3 Interventions Tier 1: Universal Instruction and Screening All students receive grade-level Tier 1 instruction and participate in ongoing academic monitoring. Student performance data is reviewed regularly using multiple data sources, including: - FAST ELA assessments (when available) - STAR Reading assessments

- Discussion-Based Assessments (DBAs)
- Course grades and assignment completion
- Progress-monitoring assessments
- Attendance and engagement data
- Teacher observations

Students demonstrating performance below grade-level expectations, limited academic growth, or significant skill deficits are flagged for further review by the Problem-Solving Team.

Problem Identification and Data Review

The Problem-Solving Team reviews multiple data sources to identify students who may require additional support. The team analyzes academic performance, growth trends, attendance, engagement, intervention history, and teacher input to determine the nature and severity of the student's learning needs.

The team focuses on identifying specific skill deficits, determining possible root causes, and evaluating whether current Tier 1 supports are sufficient.

Tier 2: Targeted Supplemental Intervention

Students identified through the problem-solving process as requiring additional support are placed into Tier 2 interventions.

Tier 2 interventions include:

- Teacher-led targeted intervention sessions
- Evidence-based instructional supports aligned to identified skill deficits
- Regular progress-monitoring assessments
- Ongoing review of attendance, participation, and academic performance

Student progress is monitored throughout the intervention cycle to determine responsiveness to intervention.

Progress Monitoring and Problem-Solving Team Review

The Problem-Solving Team conducts scheduled data reviews throughout the school year. During these reviews, the team examines:

- FAST and STAR assessment data
- Progress-monitoring results
- Course performance and DBAs
- Attendance and engagement trends
- Intervention participation and fidelity
- Teacher observations and classroom performance

The team determines whether the student is demonstrating adequate growth, requires adjustments to the intervention plan, or needs additional intervention intensity.

Tier 3: Intensive Intervention

Students may be considered for Tier 3 intervention when ongoing progress-monitoring data demonstrates insufficient response to Tier 2 interventions despite documented attendance, participation, and intervention fidelity.

Tier 3 decisions are based on:

- Ongoing progress-monitoring data
- FAST and STAR performance
- Diagnostic assessment results

- Course performance and DBAs
- Teacher observations
- Attendance and engagement data
- Problem-Solving Team review of intervention effectiveness

Tier 3 interventions provide increased instructional intensity, individualized support, and more frequent progress monitoring targeted to the student's specific skill deficits.

Problem-Solving Team Review and Placement Decisions

During scheduled data-review cycles, the Problem-Solving Team evaluates student growth trends, intervention effectiveness, and identified skill deficits. Students demonstrating limited growth, persistent academic deficiencies, or continued performance significantly below grade-level expectations may be considered for Tier 3 interventions, additional diagnostic assessments, or modifications to the intervention plan.

Because students may enroll throughout the school year, some students may not have sufficient intervention history or prior assessment data available. In these cases, the intervention team administers screening and diagnostic assessments, reviews available academic records, evaluates current classroom performance, and analyzes attendance and engagement data to determine the appropriate level of support and intervention placement.

Decision-Making Process

Following each review cycle, the Problem-Solving Team determines whether to:

- Continue the current intervention plan;
- Modify intervention strategies;
- Increase intervention intensity and move the student to Tier 3;
- Return the student to Tier 1 supports; or
- Recommend additional diagnostic or multidisciplinary evaluation when appropriate.

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

Data chats occur between administrators and teachers during monthly or bi-monthly one-on-one meetings. Administration, support staff, and teachers will discuss data during) to implement instructional shifts. The school-based Literacy Leadership Team meets regularly to review school data and trends to determine needs.

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

Problem-Solving Process for Grades 6–8 Tier 2 Interventions

The Problem-Solving Team follows a structured MTSS process to identify student needs, implement targeted interventions, and evaluate effectiveness.

1. Problem Identification

Students are identified for review through multiple data sources, including:

- FAST ELA assessments (when available)
- STAR Reading assessments
- Discussion-Based Assessments (DBAs)

- Course grades and assignment completion
- Progress-monitoring assessments
- Attendance and engagement data
- Teacher observations

Students demonstrating performance below grade-level expectations, limited academic growth, or persistent skill deficits are referred to the Problem-Solving Team for further review.

2. Problem Analysis

The Problem-Solving Team analyzes academic, behavioral, attendance, and engagement data to determine the root cause of the student's performance concerns. The team identifies specific skill deficits and evaluates factors that may be impacting student success, including instructional access, participation, and intervention history.

3. Intervention Planning

Based on the identified need, the team develops a targeted Tier 2 intervention plan that includes:

- Evidence-based intervention strategies
- Specific skill areas to be addressed
- Frequency and duration of intervention sessions
- Progress-monitoring measures
- Expected growth targets

4. Intervention Implementation

Interventions are delivered according to the established plan. Teachers and interventionists monitor implementation fidelity to ensure students receive the intended instructional support and dosage.

5. Progress Monitoring

The Problem-Solving Team evaluates intervention effectiveness by reviewing multiple data points:

- Assessment Scores: Analysis of STAR Reading, FAST ELA, and Discussion-Based Assessments (DBAs)
- Progress Monitoring: Frequent checks to measure student growth toward intervention goals
- Engagement Metrics: Review of attendance and participation data to ensure students are receiving the intended intervention dosage
- Qualitative Evidence: Teacher observations, coursework, and classroom performance to determine whether skills are transferring to Tier 1 instruction

6. Evaluation and Decision-Making

Monitoring occurs at scheduled intervals to allow for timely instructional adjustments.

Mid-Cycle Review: Conducted midway through the intervention cycle to evaluate student response. If progress is limited, the team may adjust intervention strategies, increase support, or gather additional diagnostic information.

End-of-Cycle Review: A comprehensive review of all available data is conducted to determine whether the student has met intervention goals, requires continued Tier 2 support, requires increased intervention intensity, or may be considered for Tier 3 services.

Collaborative Data Reviews

Regular data-review meetings are held among administrators, teachers, and interventionists to ensure interventions remain aligned to student needs and are implemented consistently. These collaborative discussions support continuous improvement of both instruction and intervention effectiveness.

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

The effectiveness of Tier 3 interventions is monitored through focusing on individual student response to high-frequency support:

Intensive Data Tracking: The Problem-Solving Team reviews performance sessions. Monitoring focuses on mastery of specific foundational deficits (e.g., phonics, fluency) identified by screener or other diagnostic screeners.

Frequent Progress Monitoring: Success is measured by closing the gap between the student's current performance and the 20th percentile state benchmark.

Comprehensive Review: Effectiveness is evaluated by triangulating STAR/FAST gains, DBA mastery, and behavior/attendance notes. This determines if the intensive intervention is overcoming external barriers to learning.

Formative & Summative Review Cycles

Monitoring occurs at two critical intervals to allow for real-time adjustments:

Mid-Cycle Review: Conducted halfway through the intervention phase to check for immediate response. If a lack of progress is evident, the team can pivot strategies or prepare for Tier 3 screening.

End-of-Cycle Review: A comprehensive summative evaluation of all data to determine if the student has met grade-level benchmarks or requires continued/increased support.

Problem-Solving Integration: If the mid-cycle or end-of-cycle review shows a lack of progress despite high attendance, the team meets to determine if a change in intervention strategy, a different evidence-based program, or further specialized evaluation is required.

Outcome: Students who demonstrate consistent growth may be stepped down to Tier 2, while those who do not respond may require an adjustment in intervention intensity or a referral for a multi-disciplinary evaluation.

Grades 6-8 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

If a student has scored a Level 3 or above on the previous year's FAST Progress Monitoring assessment OR has scored At/Above Benchmark on the Star assessment, then the student will receive Tier 1 instruction only.

Renaissance Star Reading: At/Above 40 - Benchmark Reading Unified Benchmarks and Cut Scores-40% 6th Grade Fall - 1053 Winter - 1062 Spring - 1071 7th Grade Fall - 1075 Winter - 1082 Spring - 1089 8th Grade Fall - 1098 Winter - 1105 Spring - 1111	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Module Exams - 70% or above Discussion Based Assessment - 60% or above Star At/Above Benchmark FAST ELA Reading PM - Level 3 or above	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
FLVS ELA 6-8 Curriculum	2024
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - FAST ELA Performance (when available): Performance below grade-level expectations or failure to meet benchmark growth targets on FAST assessments and/or; - The 25th Percentile Rule: Scoring between the 10th and 25th percentile on FAST assessments (when available), STAR Reading assessments, universal screeners, or diagnostic assessments and/or; - Failing to Meet Tier 1 Benchmarks: Failure to meet Tier 1 instructional benchmarks across three consecutive weeks or data-review cycles despite participation in core instruction and/or - Progress Monitoring Trends: Insufficient growth toward grade-level expectations based on progress-monitoring assessments, coursework, DBAs, and classroom performance data and/or - Specific Skill Gaps: Identification of one or more foundational skill deficits that significantly impact the student's ability to access grade-level content and demonstrate academic success and/or - Problem-Solving Team Recommendation: Review of multiple data sources indicating a need for targeted supplemental intervention.	

Tier 1 Instruction + Tier 2 Interventions														
Beginning of Year Data														
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) If a student has scored a Level 1 or 2 on the previous year's FAST Progress Monitoring assessment OR has scored Below Benchmark on the Star assessment, then the student will receive Tier 1 instruction with the addition of Tier 2 interventions. Renaissance Star Reading: Below 25 - Intervention Reading Unified Benchmarks and Cut Scores-25% 6th Grade Fall - 1027 Winter - 1035 Spring - 1043 7th Grade Fall - 1047 Winter - 1054 Spring - 1060 8th Grade Fall - 1068 Winter - 1075 Spring - 1081														
Number of times per week interventions are provided: At least 1x per week Number of minutes per intervention session: Minimum of 20 minutes per session Course(s) where interventions take place: M/J Language Arts 1, 2, 3 – Students receive an additional 20 minutes of Tier 2 intervention time outside of their ELA class time. Student interventions are tagged in FOCUS through the above courses.														
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed. <table border="1"> <thead> <tr> <th>Name of Program</th> <th>ESSA Evidence Level</th> <th>Verbiage (as needed)</th> </tr> </thead> <tbody> <tr> <td>Achieve 3000 – Secondary (TeenBiz3000)</td> <td>Strong</td> <td></td> </tr> </tbody> </table>			Name of Program	ESSA Evidence Level	Verbiage (as needed)	Achieve 3000 – Secondary (TeenBiz3000)	Strong							
Name of Program	ESSA Evidence Level	Verbiage (as needed)												
Achieve 3000 – Secondary (TeenBiz3000)	Strong													
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed. Students with Disabilities <table border="1"> <thead> <tr> <th>Name of Program</th> <th>ESSA Evidence Level</th> <th>Verbiage (as needed)</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td></td> <td></td> </tr> </tbody> </table> English Language Learners <table border="1"> <thead> <tr> <th>Name of Program</th> <th>ESSA Evidence Level</th> <th>Verbiage (as needed)</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td></td> <td></td> </tr> </tbody> </table>			Name of Program	ESSA Evidence Level	Verbiage (as needed)	N/A			Name of Program	ESSA Evidence Level	Verbiage (as needed)	N/A		
Name of Program	ESSA Evidence Level	Verbiage (as needed)												
N/A														
Name of Program	ESSA Evidence Level	Verbiage (as needed)												
N/A														
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:														

If Tier 2 interventions have been implemented with fidelity and the student continues to demonstrate insufficient response to intervention, the Problem-Solving Team may consider Tier 3 support based on multiple ongoing data sources and the following indicators:

- **FAST ELA Performance (when available):** Continued performance significantly below grade-level expectations, including Level 1 performance or failure to meet benchmark growth targets across assessment windows and/or;
- **STAR Reading Performance:** Performance below the 10th percentile or placement within the "Urgent Intervention" category across multiple assessment periods and/or;
- **Progress Monitoring Trends:** Failure to demonstrate sufficient growth toward grade-level expectations, including a stagnant rate of improvement, flat trend line, or growth trajectory unlikely to close the achievement gap despite Tier 2 support and/or;
- **Tier 2 Response Data:** Limited or no measurable response to targeted interventions despite documented attendance, participation, and intervention fidelity and/or;
- **Classroom Performance Indicators:** Continued difficulty meeting grade-level expectations as evidenced by coursework, DBAs, classroom assessments, teacher observations, and assignment completion and/or;
- **Diagnostic Assessment Results:** Persistent foundational skill deficits identified through diagnostic and supplemental assessments that continue despite targeted intervention and/or;
- **Attendance and Engagement Data:** Ongoing attendance, participation, or engagement concerns that continue to impact academic performance despite intervention efforts.

Problem-Solving Team Review

The Problem-Solving Team reviews academic performance, progress-monitoring results, intervention effectiveness, attendance, engagement, and diagnostic data throughout the intervention cycle. Students demonstrating persistent performance gaps, insufficient growth, or continued intensive needs may be considered for Tier 3 interventions, additional diagnostic assessment, or increased instructional support.

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

Beginning of Year Data

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

Students scoring a Level 1 on the most recent FAST ELA assessment, scoring within the STAR Reading "Urgent Intervention" range, or demonstrating significant deficiencies through diagnostic and screening assessments will receive additional evaluation through Achieve3000 and/or the MTSS/RTI Problem-Solving Team to determine the need for Tier 3 intensive intervention services.

Students identified as Beginning Readers ("BR") through screening and diagnostic assessment processes will be considered for immediate Tier 3 placement following Problem-Solving Team review.

Renaissance Star Reading: Below 10 - Urgent Intervention

Reading Unified Benchmarks and Cut Scores-10%

6th Grade

Fall - 984

Winter - 992

Spring - 1001

7th Grade

Fall - 1004

Winter - 1010

Spring - 1016

8th Grade Fall - 1024 Winter - 1031 Spring - 1037		
Number of times per week interventions are provided: Minimum of 2x per week		
Number of minutes per intervention session: Minimum of 20 minutes per session		
Course(s) where interventions take place: M/J Language Arts 1, 2, 3 – Students receive an additional 20 minutes of Tier 3 intervention time outside of their ELA class time at least 2x per week. Student interventions are tagged in FOCUS through the above courses.		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000 – Secondary (TeenBiz3000)	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		

Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Star Reading	☐ Grade 9	☐ Oral Language	☒ Screening	☐ Weekly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Empower3000 Level Set	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Discussion Based Assessments (DBAs)	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Course Module and Segment Exams	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Oral Reading Fluency – Six Minute Solution or Dibels depending on student reading level	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

Tier 1: Universal Instruction and Screening

All students receive grade-level Tier 1 instruction and participate in ongoing academic monitoring. Student performance data is reviewed regularly using multiple data sources, including:

- FAST ELA assessments (when available)
- STAR Reading assessments
- Discussion-Based Assessments (DBAs)
- Course grades and assignment completion
- Progress-monitoring assessments
- Attendance and engagement data
- Teacher observations

Students demonstrating performance below grade-level expectations, limited academic growth, or significant skill deficits are flagged for further review by the Problem-Solving Team.

Problem Identification and Data Review

The Problem-Solving Team reviews multiple data sources to identify students who may require additional support. The team analyzes academic performance, growth trends, attendance, engagement, intervention history, and teacher input to determine the nature and severity of the student's learning needs.

The team focuses on identifying specific skill deficits, determining possible root causes, and evaluating whether current Tier 1 supports are sufficient.

Tier 2: Targeted Supplemental Intervention

One teacher-led, data-driven intervention session per week designed for students who require additional academic support to succeed in the core curriculum. Tier 2 interventions are systematic, explicit, and aligned with Tier 1 instruction. .

- **Frequency and Delivery:** One teacher-led, data driven intervention session per week..
- **Bi-Weekly Progress Monitoring:** Progress monitoring data is formally collected bi-weekly. This data is utilized to actively evaluate the student's progress toward bridging the specific educational gaps required for success in their core academic classes.
- **Mid-Cycle Data Review:** At the midpoint of the intervention cycle, the problem-solving team conducts formal data chats to audit the student's progress and the program's fidelity.
 - o **Fidelity Check:** The team verifies that the intervention is being delivered as designed.
 - o **Data Review:** The Problem-Solving Team reviews the following data points
 - FAST and STAR assessment data
 - Progress-monitoring results
 - Course performance and DBAs
 - Attendance and engagement trends
 - Intervention participation and fidelity
 - Teacher observations and classroom performance
- **End of Cycle Data Review:** At the end of the intervention cycle, the problem-solving team conducts an additional formal data chat to audit the student's progress and the program's fidelity.
 - o **Fidelity Check:** The team verifies that the intervention is being delivered as designed.
 - o **Data Review:** The Problem-Solving Team reviews the following data points
 - FAST and STAR assessment data
 - Progress-monitoring results
 - Course performance and DBAs

- Attendance and engagement trends
- Intervention participation and fidelity
- Teacher observations and classroom performance

Tier 3: Intensive Intervention

Two teacher led intensive intervention sessions designed to target foundational skills gaps. Tier 3 interventions provide increased instructional intensity, individualized support, and more frequent progress monitoring targeted to the student's specific skill deficits. Students may be considered for Tier 3 intervention when ongoing progress-monitoring data demonstrates insufficient response to Tier 2 interventions despite documented attendance, participation, and intervention fidelity.

- **Weekly Progress Monitoring:** Progress monitoring data is formally collected weekly. This data is utilized to actively evaluate the student's progress toward bridging the specific educational gaps required for success in their core academic classes.
- **Mid-Cycle Data Review:** At the midpoint of the intervention cycle, the problem-solving team conducts formal data chats to audit the student's progress and the program's fidelity.
 - o **Fidelity Check:** The team verifies that the intervention is being delivered as designed.
 - o **Data Review:** The Problem-Solving Team reviews the following data points
 - Ongoing progress-monitoring data
 - FAST and STAR performance
 - Diagnostic assessment results
 - Course performance and DBAs
 - Teacher observations
 - Attendance and engagement data
 - Problem-Solving Team review of intervention effectiveness
- **End of Cycle Data Review:** At the end of the intervention cycle, the problem-solving team conducts an additional formal data chat to audit the student's progress and the program's fidelity.
 - o **Fidelity Check:** The team verifies that the intervention is being delivered as designed.
 - o **Data Review:** The Problem-Solving Team reviews the following data points
 - Ongoing progress-monitoring data
 - FAST and STAR performance
 - Diagnostic assessment results
 - Course performance and DBAs
 - Teacher observations
 - Attendance and engagement data
 - Problem-Solving Team review of intervention effectiveness

Problem-Solving Team Review and Placement Decisions

During scheduled data-review cycles, the Problem-Solving Team evaluates student growth trends, intervention effectiveness, and identified skill deficits. Students demonstrating limited growth, persistent academic deficiencies, or continued performance significantly below grade-level expectations may be considered for Tier 3 interventions, additional diagnostic assessments, or modifications to the intervention plan.

Because students may enroll throughout the school year, some students may not have sufficient intervention history or prior assessment data available. In these cases, the intervention team administers screening and diagnostic assessments, reviews available academic records, evaluates current classroom performance, and analyzes attendance and engagement data to determine the appropriate level of support and intervention placement.

Decision-Making Process

Following each review cycle, the Problem-Solving Team determines whether to:

- Continue the current intervention plan;
- Modify intervention strategies;
- Increase intervention intensity and move the student to Tier 3;
- Return the student to Tier 1 supports; or
- Recommend additional diagnostic or multidisciplinary evaluation when appropriate.

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

Data chats occur between administrators and teachers during monthly or bi-monthly one-on-one meetings. Administration, support staff, and teachers will discuss data during) to implement instructional shifts. The school-based Literacy Leadership Team meets regularly to review school data and trends to determine needs.

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

Tier 2 Problem-Solving Process

The Problem-Solving Team follows a structured MTSS framework to improve the effectiveness of Tier 2 interventions:

Problem Identification: Students are identified through FAST ELA, STAR Reading, classroom performance, DBAs, attendance, and engagement data.

Problem Analysis: The team analyzes data to determine the root cause of the performance gap, including specific skill deficits, attendance concerns, instructional barriers, or engagement issues.

Intervention Planning: An evidence-based Tier 2 intervention plan is developed with clearly defined goals, progress-monitoring measures, instructional strategies, and intervention dosage.

Implementation & Progress Monitoring: Interventions are delivered with fidelity while student progress is monitored through assessment data, coursework, attendance, and teacher observations.

Evaluation & Decision-Making: The team reviews student response to intervention and determines whether to continue, modify, intensify, or discontinue support based on documented progress.

Data Sources Used to Evaluate Intervention Success

The Problem-Solving Team evaluates intervention success by triangulating several data points:

Assessment Scores: Analysis of STAR Reading, FAST ELA, and Discussion-Based Assessments (DBAs).

Progress Monitoring: Frequent checks to ensure students maintain progress on Tier 2-specific tasks.

Engagement Metrics: Review of attendance data to ensure the student is receiving the intended dosage.

Qualitative Evidence: Teacher observations and course grades to see if skills are transferring to Tier 1 instruction.

Formative & Summative Review Cycles

Monitoring occurs at two critical intervals to allow for real-time adjustments:

Mid-Cycle Review: Conducted halfway through the intervention phase to check for immediate response. If a lack of progress is evident, the team can pivot strategies or prepare for Tier 3 screening.

End-of-Cycle Review: A comprehensive summative evaluation of all data to determine if the student has met grade-level benchmarks or requires continued/increased support.

Collaborative Data Chats

Regular conversations are held between the Literacy Leadership Team (LLT), administration, classroom teachers and interventionists. These "data chats" ensure that the intervention remains focused on the students' specific deficit areas and that the instructional delivery is high-quality and consistent.

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

The Problem-Solving Team follows a structured MTSS framework to identify, analyze, and address significant skill deficits requiring intensive intervention.

Problem Identification: Students are considered for Tier 3 support when multiple data sources indicate insufficient response to Tier 2 interventions. The team reviews FAST ELA, STAR Reading, diagnostic assessments, DBAs, classroom performance, attendance, and intervention data to identify persistent learning gaps.

Problem Analysis: The team conducts a root-cause analysis to determine the specific barriers preventing student success. This includes examining foundational skill deficits, intervention fidelity, attendance patterns, behavioral factors, and other academic or environmental influences impacting progress.

Intervention Planning: An individualized Tier 3 intervention plan is developed that includes targeted evidence-based interventions, increased instructional intensity, specific progress-monitoring measures, intervention frequency and duration, and clearly defined growth goals.

Implementation & Progress Monitoring: Interventions are delivered with fidelity and monitored closely through frequent progress-monitoring assessments and ongoing review of student performance data.

Evaluation & Decision-Making: The Problem-Solving Team regularly evaluates student response to intervention and determines whether to continue, modify, intensify, fade, or refer for additional evaluation based on documented outcomes.

Monitoring Tier 3 Intervention Effectiveness

The effectiveness of Tier 3 interventions is monitored through focusing on individual student response to high-frequency support:

Intensive Data Tracking: The Problem-Solving Team reviews performance sessions. Monitoring focuses on mastery of specific foundational deficits (e.g., phonics, fluency) identified by screener or other diagnostic screeners.

Frequent Progress Monitoring: Success is measured by closing the gap between the student's current performance and the 20th percentile state benchmark.

Comprehensive Review: Effectiveness is evaluated by triangulating STAR/FAST gains, DBA mastery, and behavior/attendance notes. This determines if the intensive intervention is overcoming external barriers to learning.

Formative & Summative Review Cycles Monitoring occurs at two critical intervals to allow for real-time adjustments:

Mid-Cycle Review: Conducted halfway through the intervention phase to check for immediate response. If a lack of progress is evident, the team can pivot strategies or prepare for Tier 3 screening.

End-of-Cycle Review: A comprehensive summative evaluation of all data to determine if the student has met grade-level benchmarks or requires continued/increased support.

Problem-Solving Integration: If the mid-cycle or end-of-cycle review shows a lack of progress despite high attendance, the team meets to determine if a change in intervention strategy, a different evidence-based program, or further specialized evaluation is required.

Outcome: Students who demonstrate consistent growth may be stepped down to Tier 2, while those who do not respond may require an adjustment in intervention intensity or a referral for a multi-disciplinary evaluation.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) If a student has scored a Level 3 or above on the previous year's FAST Progress Monitoring assessment OR has scored At/Above Benchmark on the Star assessment, then the student will receive Tier 1 instruction only. Renaissance Star Reading: At/Above 40 - Benchmark Reading Unified Benchmarks and Cut Scores-40% <u>9th Grade</u> Fall - 1117 Winter - 1121 Spring - 1126 <u>10th Grade</u> Fall - 1127 Winter - 1130 Spring - 1132 <u>11th Grade</u> Fall - 1133 Winter - 1136 Spring - 1139 <u>12th Grade</u> Fall - 1146 Winter - 1147 Spring - 1148	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Module Exams - 70% or above Discussion-Based Assessments - 60% or above Star At/Above Benchmark FAST ELA Reading PM - Levels 3 or above	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
FLVS 9-12 ELA Curriculum	2024

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Students may be considered for Tier 2 intervention when one or more of the following criteria are met:

- FAST ELA Screening Results: Performance below the state-established benchmark or demonstrating a Level 1 or low Level 2 performance on FAST assessments when available and/or;
- STAR Reading Results: Performance between the 10th and 25th percentile rank, or evidence of significant risk based on STAR benchmark indicators and/or;
- The 25th Percentile Rule: Scoring between the 10th and 25th percentile on available universal screeners and diagnostic assessments and/or;
- Tier 1 Performance Data: Failure to meet Tier 1 instructional benchmarks across three consecutive data points despite participation in core instruction and/or;
- Progress Monitoring Trends: Insufficient growth toward grade-level expectations based on classroom assessments, DBAs, coursework, and progress-monitoring data and/or;
- Specific Skill Gaps: Identification of one or two foundational skill deficits that significantly impact success within the Tier 1 instructional environment and/or;
- Problem-Solving Team Recommendation: Review of multiple data sources indicating a need for supplemental targeted intervention.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

If a student has scored a Level 1 or 2 on the previous year's FAST Progress Monitoring assessment OR has scored Below Benchmark on the Star assessment, then the student will receive Tier 1 instruction with the addition of Tier 2 interventions.

Renaissance Star Reading: Below 25 - Intervention

Reading Unified Benchmarks and Cut Scores-25%

9th Grade

Fall - 1088

Winter - 1093

Spring - 1098

10th Grade

Fall - 1099

Winter - 1102

Spring - 1104

11th Grade

Fall - 1104

Winter - 1107

Spring - 1110

12th Grade

Fall - 1115

Winter - 1116 Spring – 1118		
Number of times per week interventions are provided: Minimum of 1x per week		
Number of minutes per intervention session: Minimum of 20 minutes per week		
Course(s) where interventions take place: English 1; English 2; English 3; English 4 - Students receive an additional 20 minutes of Tier 2 intervention time outside of their ELA class time. Student interventions are tagged in FOCUS through the above courses.		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve3000 – Secondary (Empower3000)	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		
Tier 2 Fidelity Requirements		
Before a Tier 3 referral is considered, the Problem-Solving Team verifies that Tier 2 interventions have been implemented with fidelity:		
Attendance: The student has met the attendance threshold for intervention sessions and has had consistent access to instruction. Intervention Participation: The student has received the scheduled targeted instruction as outlined in the intervention plan. Progress Monitoring Compliance: Required progress-monitoring activities have been completed and documented throughout the intervention cycle. Implementation Fidelity: Intervention strategies have been delivered consistently and as designed.		
Academic Performance and Progress Monitoring Data		
If Tier 2 interventions have been implemented with fidelity and the student continues to demonstrate insufficient response to intervention, the Problem-Solving Team may consider Tier 3 support based on multiple ongoing data sources:		

- **FAST ELA Performance (when available):** Continued performance significantly below grade-level expectations or failure to meet benchmark growth targets across assessment windows and/or;
- **STAR Reading Data:** Performance below the 10th percentile or placement within the "Urgent Intervention" category across multiple assessment periods and/or;
- **Progress Monitoring Trends:** Insufficient growth demonstrated through ongoing progress-monitoring data, including a stagnant rate of improvement that is unlikely to close the achievement gap despite targeted support and/or;
- **Classroom Performance Data:** Continued difficulty meeting grade-level standards as evidenced by coursework, unit assessments, DBAs, classroom assignments, and teacher observations and/or;
- **Intervention Response Data:** Limited or no measurable response to Tier 2 interventions despite consistent attendance, participation, and documented intervention fidelity and/or;
- **Diagnostic Assessment Results:** Persistent foundational skill deficits identified through diagnostic and supplemental assessments that require more intensive intervention and/or;
- **Attendance and Engagement Data:** Ongoing attendance, participation, and engagement concerns that continue to impact academic performance despite targeted supports.

Problem-Solving Team Review

The Problem-Solving Team conducts a comprehensive review of academic, intervention, attendance, engagement, behavioral, and progress-monitoring data to determine whether the student requires increased intervention intensity. Based on the review, the team may:

- Continue Tier 2 interventions with adjustments;
- Increase intervention intensity and move to Tier 3 support;
- Recommend additional diagnostic assessments; or
- Refer for further multidisciplinary evaluation when appropriate.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions								
Beginning of Year Data								
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students scoring a Level 1 on the most recent FAST ELA assessment, scoring within the STAR Reading "Urgent Intervention" range, or demonstrating significant deficiencies through diagnostic and screening assessments will receive additional evaluation through Achieve3000 and/or the MTSS/RTI Problem-Solving Team to determine the need for Tier 3 intensive intervention services. Students identified as Beginning Readers ("BR") through screening and diagnostic assessment processes will be considered for immediate Tier 3 placement following Problem-Solving Team review. Renaissance Star Reading: Below 10 - Urgent Intervention Reading Unified Benchmarks and Cut Scores-10% <u>9th Grade</u> Fall - 1041 Winter - 1051 Spring - 1057 <u>10th Grade</u> Fall - 1059 Winter - 1059 Spring - 1060 <u>11th Grade</u> Fall - 1059 Winter - 1063 Spring - 1066 <u>12th Grade</u> Fall - 1066 Winter - 1070 Spring - 1073								
Number of times per week interventions are provided: Minimum of 2x per week Number of minutes per intervention session: Minimum of 20 minutes per session Course(s) where interventions take place: English 1; English 2; English 3; English 4 - Students receive an additional 20 minutes of Tier 3 intervention time outside of their ELA class time at least 2X per week. Student interventions are tagged in FOCUS through the above courses.								
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed. <table border="1"> <thead> <tr> <th>Name of Program</th> <th>ESSA Evidence Level</th> <th>Verbiage (as needed)</th> </tr> </thead> <tbody> <tr> <td>Achieve3000 – Secondary (Empower3000) – Teacher led small groups</td> <td>Strong</td> <td></td> </tr> </tbody> </table>			Name of Program	ESSA Evidence Level	Verbiage (as needed)	Achieve3000 – Secondary (Empower3000) – Teacher led small groups	Strong	
Name of Program	ESSA Evidence Level	Verbiage (as needed)						
Achieve3000 – Secondary (Empower3000) – Teacher led small groups	Strong							
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.								

Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		

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

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

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

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

Name of Professional Learning	Target Audience	Description
Science of Reading Pathway	Certified Instructional Personnel	The science of reading is a broad, interdisciplinary body of scientifically based research focused on reading and writing development. This research spans more than five decades and includes thousands of studies conducted worldwide across multiple languages. To support educator learning, the FLVS Literacy Team provides a structured pathway of recorded professional learning sessions that teachers may complete à la carte or in full to earn up to 20 hours of professional learning credit in reading.
Evidence-based Literacy Practices	Certified Instructional Personnel	Evidence-based literacy practices delve into the latest research-supported strategies for effective literacy instruction. The FLVS Literacy Team has created a bank of resources in which evidence-based literacy practices that foster student literacy development in all content areas are explored. Each session focuses on a different literacy component (vocabulary,

		comprehension, or writing) and features specific, evidence-based recommendations.
B.E.S.T. ELA Standards Training Series	Certified Instructional Personnel	The FLVS Literacy Team has developed a bank of recorded professional learning sessions that include an overview of the B.E.S.T. ELA Standards and each of the individual ELA Expectations. In addition, the team will offer live professional learning sessions for educators throughout the school year.
The Writing Professional Learning Pathway	Certified Instructional Personnel	The FLVS Literacy Team has developed a bank of recorded professional learning sessions on multiple topics to support teachers in writing instruction. These sessions include a book study of <i>The Writing Rope</i> by Joan Sedita, strategies for using mentor texts in writing, analyzing student writing samples to identify decoding deficiencies, best practices in Writer's Workshop, and the use of short written responses to scaffold students toward extended writing.
Thinking Reading Book Study	Certified Instructional Personnel - Secondary	The FLVS Literacy Team will conduct a 5 session book study utilizing the book <i>Thinking Reading: What every secondary teacher needs to know about reading</i> .
FCRR Reading Endorsement Pathway	Certified Instructional Personnel	Competencies 1-5 of the Reading Endorsement facilitated by FLVS trainers.
UF Literacy Matrix/Microcredential	Certified Instructional Personnel	The FLVS Literacy Team supports teachers in obtaining either their Microcredential or Reading Endorsement through the UF Literacy Matrix.
Strategies for Struggling Readers	Certified Instructional Personnel	The Literacy Team has developed a bank of recorded professional learning sessions focused on instructional strategies to support students with dyslexia or characteristics of dyslexia. These sessions examine the complexities of dyslexia, provide practical, classroom-ready tools, and build educators' confidence in effectively supporting students who experience reading difficulties.
UF Literacy Coach Endorsement Program	Recommended Certified Instructional Personnel	FLVS offers a cohort facilitated by the FLVS Literacy Team through UF Lastinger Center.
Micro-learning Literacy Library	Certified Instructional Personnel	The FLVS Literacy Team in conjunction with the FSA District LLT will be creating a library of micro-learning literacy professional development sessions to differentiate and meet the unique needs of the FSA teachers.
Instructional Personnel and Certified PreK Teachers		

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

FSA does not serve PreK teachers.

FLVS provides multiple pathways for instructional personnel to earn the Reading Endorsement, including a district add-on program utilizing state-approved Florida Center for Reading Research (FCRR) and University of Florida Literacy Matrix pathways, as well as college coursework verified through Florida Department of Education transcript review. In addition, FLVS supports teachers in earning the Literacy Microcredential through the UF Lastinger Center for Learning.

Differentiated Professional Learning

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

Follow-up implementation support for all professional learning is provided by FLVS Literacy Specialists through open office hours or with FSA Instructional Coordinators. As indicated by progress monitoring, course, and observational data, professional learning activities will be differentiated and intensified based on teacher needs and principal requests. Instructional Leaders work with the instructional coordinators to determine PD needs of their teachers and may request the FLVS literacy team to provide training for their staff.

Mentor Teachers

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

Mentor teachers are identified by the Instructional Leaders based on several data points, recommendation, student data, and interest. The FLVS Literacy Team has a bank of virtual classroom demonstration lessons for teachers that are teaching virtually.

Professional Learning Time

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

Teachers and paraprofessionals meet weekly on Thursdays with their area assigned Instructional Coordinators to review professional learning topics and best practices.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
N/A		

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

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

N/A

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The FSA program will also host at least one Family Literacy Academic Engagement Event, where families/guardians will be invited to learn strategies for supporting their student's reading growth—either during their time in the program or in preparation for transitioning back to the community.

Additionally, the New Worlds Reading Initiative offers eligible students in grades K–5 the opportunity to receive free books and reading guides monthly. Information on how to enroll in this program will be provided to families/guardians through monthly parent newsletters and during each trimester Title I meeting.

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

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

N/A - The Florida Scholars Academy specifies eligibility criteria as youth ages 10-21 who are placed in residential commitment programs.

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

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

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

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The FSA program will also host at least one Family Literacy Academic Engagement Event, where families/guardians will be invited to learn strategies for supporting their student's reading growth—either during their time in the program or in preparation for transitioning back to the community.

Additionally, the New Worlds Reading Initiative offers eligible students in grades K–5 the opportunity to receive free books and reading guides monthly. Information on how to enroll in this program will be provided to families/guardians through monthly parent newsletters and during each trimester Title I meeting.

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

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

N/A - The Florida Scholars Academy specifies eligibility criteria as youth ages 10-21 who are placed in residential commitment programs.

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

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

Initials	Assurance
<i>RW</i>	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
<i>RW</i>	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
<i>RW</i>	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
<i>RW</i>	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
<i>RW</i>	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
<i>RW</i>	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.

<i>RW</i>	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
<i>RW</i>	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
<i>RW</i>	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:

Robin Winder, Chief Academic Officer

Digitally signed by Robin Winder, Chief Academic Officer
Date: 2026.07.22 13:20:47 -04'00'

Date:

7/22/2026