

District K-12 Comprehensive Evidence-Based Reading Plan



2025-2026

Board Approval: June 16, 2025
Re-Submitted to State for Approval: October 3, 2025

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	Garcia, Kimberly <i>Director of Academic Success-Instruction</i>	Kimberly.garcia@indianriverschools.org	772-564-3138
Data Element	McMahon, Brian <i>Director of Accountability and Research</i>	Brian.mcmahon@indianriverschools.org	772-564-3057
Third Grade Promotion	Garcia, Kimberly <i>Director of Academic Success- Instruction</i>	Kimberly.garcia@indianriverschools.org	772-564-3138
Multi-Tiered System of Supports	Holden, Heather <i>Director of Student Services</i>	Heather.holden@indianriverschools.org	772-564-3033
Elementary English Language Arts	Carlsen, Tiffany <i>ELA Elementary Specialist</i>	Tiffany.carlsen@indianriverschools.org	772-564-3102
Secondary English Language Arts	Collis, Kerri <i>ELA Secondary Specialist</i>	Kerri.collis@indianriverschools.org	772-564-3117
Summer School	Crisafulli, Beth <i>Assistant Superintendent School Leadership and Management</i>	Beth.Crisafulli@indianriverschools.org	772-564-3148
VPK and Early Learning	Frances McDonough <i>Coordinator of Early Learning</i>	Frances.McDonough@indianriverschools.org	772-564-3132

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 expenditure must prioritize Voluntary Prekindergarten (VPK) students who have a substantial reading 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 (where applicable)
Elementary Expenses		
Literacy coaches	\$189,651.00	2
Intervention teachers	\$663,778.50	7
Scientifically researched and evidence-based supplemental instructional materials	\$100,000.00	
Third grade summer reading camps	\$175,000.00	
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$94,825.50	1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who 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.)		
Estimated Sum of Expenditures	1,223,255.00	10

3) Literacy Leadership – District and School

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

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

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	PM1- 17/171=10% PM2- 7/184=3.8% PM3- 3/186 = Less than 1%	PM3 – Less than 10%	PM1- 71/171= 41.5% PM2- 154/184=83.7% PM3- 165/186 = 89%	PM3 – 80% or higher

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

ELP will continue to provide professional learning utilizing the three components of the CLASS Observation Tools which include emotional support, classroom organization and instructional support specifically the area of instructional support. By utilizing and improving instructional support teachers become more aware of areas of need for their students and can intervene sooner. ELP shares and participates in local literacy based professional learning opportunities by The Early Learning Coalition and other community opportunities.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	2024-2025 Previous School Year – % of Students Scoring	2025-2026 Goal for Plan Year – % of Students Scoring	2024-2025 Previous School Year – % of Students Scoring	2025-2026 Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	15%	12%	62%	69%
1	25%	22%	60%	63%
2	21%	19%	58%	61%
3	11%	8%	69%	72%
4	14%	11%	63%	66%
5	11%	11%	65%	68%

FAST				
Grade	2024-2025 Previous School Year – % of Students Scoring	2025-2026 Goal for Plan Year – % of Students Scoring	2024-2025 Previous School Year – % of Students Scoring	2025-2026 Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
6	13%	10%	66%	69%
7	17%	14%	59%	62%
8	18%	15%	58%	61%
9	16%	13%	60%	63%
10	16%	13%	59%	62%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST- three times a year i-Ready Diagnostic- three times a year i-Ready Literacy Taks- three times a year Grade 3- Amplify Unit Assessments- 10 units total. The district also reviews these compliancy outcomes: • Student Enrollment in Reading Interventions; • Reading Endorsement competency status for teachers; • Reading Certification progress status for teachers;	FAST- three times a year i-Ready Diagnostic- three times a year i-Ready Literacy Tasks- three times a year Grade 3- Amplify Unit Assessments- 10 units total. i-Ready Standards Mastery- As needed. i-Ready Pathway Lessons- weekly Interventions i-Ready Literacy Tasks- bi-monthly
Actions for continuous support and improvement	Data chats Impact Review DataCom Classroom Walks Collaborative Planning Coach Meetings Literacy Leadership Teams (On district level)	Data chats Impact Review DataCom Classroom Walks Collaborative Planning School Leadership Meetings Literacy Leadership Teams (On school level)
Grades 6-8	District Level	School Level

Data that will be collected and frequency of review	FAST- three times a year i-Ready Diagnostic- three times a year The district also reviews these compliancy outcomes: • Student Enrollment in Reading Interventions; • Reading Endorsement competency status for teachers; • Reading Certification progress status for teachers	FAST- three times a year i-Ready Standards Mastery- as needed. i-Ready Diagnostic- 3 times a year Unify Progress Monitoring- twice a year
Actions for continuous support and improvement	Data chats Impact Review DataCom Classroom Walks Collaborative Planning Coach Meetings	Data chats Impact Review DataCom Classroom walks Collaborative Planning School Leadership Meetings
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST- three times a year (9 th -10 th) Unify Progress Monitoring- two times a year. The district also reviews these compliancy outcomes: • Student Enrollment in Reading Interventions; • Reading Endorsement competency status for teachers; • Reading Certification progress status for teachers	FAST- three times a year Unify Progress Monitoring- twice a year Savvas Unit Tests- quarterly (11 th -12 th)
Actions for continuous support and improvement	Data chats Impact Review DataCom Collaborative Planning Classroom Walks	Data chats Impact Review DataCom Classroom walks Collaborative Planning School Leadership Meetings

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.

Prior to the annual submission of the K-12 Comprehensive Evidence-Based Reading Plan (CERP), stakeholders from each group participate in a planning session to receive feedback on the current plan. This input guides necessary changes to the plan. For the 2024-2025 plan, the most impactful feedback from this group was to ensure continued support for coaches and teachers on the implementation of the B.E.S.T. Standards within our ELA curriculum and help create standards-based questions related to the content in the curriculum. SDIRC has a well-established progress monitoring system, numerous reading certified or reading endorsed teachers, and a well-structured coaching model.

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

The SDIRC will implement a system of weekly collaborative planning sessions between teachers, coaches, and administrators. As part of this process, administrators and coaches will each visit classrooms weekly to ensure that what is planned for is implemented. They will also give specific academic feedback to ensure the science of reading is being fully executed within each classroom, and interventions are being executed with fidelity. Classrooms that do not demonstrate evidence of implementation will be given additional coaching or support.

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 SDIRC will implement a system of weekly collaborative planning between teachers, coaches, administrators, and district literacy specialists. An integral part of these meetings is the review of both formative and summative assessment data along with any local progress monitoring. Data chats with grade levels to review trends and drive next steps in instruction occur at least monthly. Data chats also include reviewing students' progress and interventions they are receiving, to ensure the greatest barrier is being addressed.

Lesson plans will include sections which specify how the teacher will differentiate, monitor and/use engagement strategies in instruction. As part of this process administrators and coaches will each visit classrooms weekly to ensure what is planned is implemented.

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

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 not, 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?

Although SDIRC does not solely use the Reading Allocation Budget from the state for literacy coaches, our coaches continue to follow the JRF! model. Principals are trained in the coaching model and expectations each summer at End of Year Administrator Professional Learning and the Administrative Summit. Follow-up training and reinforcements are given throughout the year at the administrators' monthly professional learning. Kimberly Garcia and members of the Curriculum and Instruction team meet with administrators and coaches at the beginning of the school year, and continually throughout the year, to discuss expectations and goals regarding the coach's role and responsibilities.

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

Coaches meet once a month with district staff for professional learning in literacy with best practices, data analysis, next steps, and goal setting, etc. At every opportunity, these sessions are co-facilitated with the State Regional Literacy Director. Coaches complete calendars/coaching logs/coaching snapshots to document the type and frequency of teacher support. This gives coaches the opportunity to reflect on strengths and challenges and share best practices within their monthly PLCs. The Director of Academic

Success and Literacy Specialists also provides in-school coaching support. Some coaches may receive more frequent support, based on the higher needs of the school.

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?

Coaches will complete calendars/coaching logs/coaching snapshots to capture teacher support. This gives coaches the opportunity to reflect on strengths and challenges and share best practices within their monthly PLCs, and within their school leadership meetings. The District Director of Elementary and Secondary Programs and Literacy Specialists also provide in-school coaching support on a monthly (or weekly if needed) basis. School wide and classroom data is reviewed monthly with schools, as well as data from assessments. Problem solving sessions with the coaches occur, so they can go back and subsequently have data chats with their teachers to help drive instruction.

Coaches have multiple opportunities for reflection, problem-solving and next steps through monthly district meetings, and in-school support with District Literacy Specialists. School Literacy Leadership Teams and District Director of Elementary and Secondary Programs review quarterly what support is needed after conducting each of the three formal school Impact Reviews.

All administrators and coaches use a walk-through tool to calibrate instruction across the system. The focus of this tool includes the High Yield Strategies of: Standards Based Instruction, Differentiation, Collaborative Planning, Monitoring and Formative Assessment, and Student Engagement. Teachers have the opportunity to be trained on this tool within their school professional learning at the beginning of each school year.

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

On a monthly basis, the data inputted by coaches is monitored and reviewed by district staff. This is done to ensure that the work of the literacy coaches is aligned to Just Read Florida! Coaching model. The district literacy coaches have site visits, based on the need from one to four times monthly to coach the coaches, review data, and help with next steps for teachers.

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

While district literacy specialists currently meet with literacy coaches at least once a month to review data, identify teachers in need of support, and discuss interventions, a more cohesive and data-driven approach will be implemented next year to measure effectiveness. This new model will include weekly touchpoint meetings designed to foster alignment with the district's strategic plan and CERP. The primary objective is to establish a unified vision for instructional support, enabling coaches to deliver targeted assistance based on data-driven insights into both student and teacher needs. This enhanced structure will promote greater consistency, effectiveness, and a focused commitment to literacy improvement across the district.

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?

Amplify, our adopted core curriculum, addresses the six components of reading. All our approved supplemental and intensive resources also address these components. The SDIRC also uses various assessments to screen, progress monitor, and evaluate the effectiveness of approved curriculums, to include summative and diagnostic assessments, to monitor student outcomes and learning. All three tiers of instruction consider the needs of students with disabilities and English language learners. English language learners and students with disabilities are provided with the same high-quality interventions and instruction based on their biggest need for success.

SDIRC has developed a Microsoft Power BI dashboard which enables both district and the school level to immediately monitor whether students are appropriately scheduled into an intervention section (and includes all information from the decision trees for K-12). Interventions will be observed in the same manner as in other classrooms to ensure that effective instruction is delivered, and if a need to provide further assistance is identified, the teacher will be provided with coaching support.

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.

Early Learning Programs (VPK & PreK ESE) work in trimesters – PM1, PM2 & PM3 which correspond with our report cards. Report cards are based on the FELDS. The local assessment: Indian River Kindergarten Readiness Benchmark Assessment (IRK RBA) includes literacy and numeracy skills that are also reported on the report card. We have "M" for *mastery* which would match the descriptor for the age- expected skill. Students who are dabbling in the standard, but not yet fluent are considered "D" for *developing*. And if the student only shows behaviors which are 2 or more years below, based on the Birth – 5 FELDS, they are considered to have "L" *Limited* understanding of skill. We use VPK FAST/STAR Early Literacy at least 3 times a year for our 4/5-year-olds. VPK participates in 3 OTW (out of test window) trials with VPK FAST. Some of the PREK ESE students who may be considered for inclusion the following year, will take the STAR at the end of the year as a data point for entering our gen ed PreK 4s. The standards are imbedded in our assessments, curriculum and pacing guide. Instruction discussions happen weekly at Collaborative planning

(CP). CP is a weekly meeting in 2 groups, one is solely VPK teachers discussing weekly lesson plans and the other group is ESE to discuss their weekly plans. Early Learning Programs conduct a weekly MTSS meeting to assist teachers who have educational, or behavior concerns about students. During these meetings support, follow up on interventions already in place and/or data for further recommendations are discussed.

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

SDIRC Early Learning Programs utilize the Frog Street Curriculum Press. VPK uses Frog Street Pre-K 2013 ed., PreK ESE uses a mix of Frog Street Toddler's and Frog Street 3's 2020 ed. FUNdations is used for Phonics instruction. All classrooms have Conscious Discipline materials such as The Conscious Discipline – Building Resilient Classrooms; teaching manual, Feelings Buddies Self-Regulation Tool-kit, Managing Emotional Mayhem-Five Steps for Self-Regulation, and Active Calm Learning station. Teachers use the Second Step Early Learning Curriculum.

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.](#)

All VPK classes participate in individual data chats regarding student VPK FAST/STAR Early Literacy and IRK RBA data with the principal and literacy coach.
Each VPK class has the Heggerty Phonemic Awareness program for small group literacy support.
Teachers and TAs can use lessons for Conscious Discipline and Second Step to further support students struggling with social skills.
Teachers utilize Chipper Chat Phonological Awareness activities to support literacy instruction.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ 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?
Other District Assessment	☐ VPK ☐ PreK ☒ Grade K	☐ Oral Language ☒ Phonological Awareness K-2	☒ Screening ☐ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

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?
i-Ready Diagnostic Assessment	☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment i-Ready Literacy Tasks	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☒ Select Students (<i>if additional screening or Progress Monitoring is needed</i>)	☒ Oral Language ☒ Phonological ☒ Phonological Awareness K-2 ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month (PM) ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed (<i>additional assessment beyond 3 times a year</i>) ☐ Other
Other District Assessment Curriculum based Assessments from Amplify	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ 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 is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

Tier 2 interventions will begin with the triangulation of generalized outcome data. The following generalized data will be used for original identification:

- **BOY i-Ready:** i-Ready scale score of KG: 360; 1: 401; 2: 440; 3: 495.
- **BOY i-Ready Literacy Tasks: subtest** performance criteria by grade level. Students who score in the **Below Level** category in a subtest will have a Tier 2 intervention provided. (Grades K-3)
 - **BOY i-Ready Literacy Tasks: passage** reading fluency performance criteria by grade level. Students who score in the **25th – 49th Percentile** in a passage reading fluency will have a Tier 2 intervention provided. (Grades 2-3)
 - **BOY FAST:** Grades K-2: 11th-24th percentile Grade 3: 21st- 24th Percentile

Student Prescriptive data, i-Ready Literacy Tasks, and i-Ready data will be reviewed, and interventions will be chosen based on student greatest need. After each FAST PM assessment, intervention need will be reevaluated.

Tier 3 Fun Read interventions will begin with the triangulation of generalized outcome data. The following generalized data will be used for original identification:

- **BOY FAST:** Scores below 10th percentile K-2 (or is unable to complete practice items) -and-
- **BOY FAST:** Score below 20th percentile in Grade 3 (or student scores a level 1 on the end of year, statewide, standardized ELA assessment) -and-
- **BOY i-Ready:** KG: 338; 1: 374; 2: 402; 3: 447 -and-
- **BOY i-Ready Literacy Tasks: subtest** performance criteria by grade level. Students who score in the **Below Level** category in a subtest will have a Tier 3 intervention provided.

(Grades K-3) -and-

- **BOY i-Ready Literacy Tasks: passage** reading fluency performance criteria by grade level. Students who score in the **1st-24th Percentile** in a passage reading fluency will have a Tier 2 intervention provided. (Grades 2-3) -and-

Student Prescriptive data, i-Ready Literacy Tasks, and i-Ready data will be reviewed, and interventions will be chosen based on student greatest need. After each FAST PM assessment, intervention need will be reevaluated.

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

Tier 2 interventions will begin with the triangulation of generalized outcome data. The following generalized data will be used for original identification:

- **BOY i-Ready:** add data from Brian once we know where 15% of students ended this year.
- **BOY i-Ready Literacy Tasks: subtest** performance criteria by grade level. Students who score in the **Below Level** category in a subtest will have a Tier 2 intervention provided. (Grades K-3)
- **BOY i-Ready Literacy Tasks: passage** reading fluency performance criteria by grade level. Students who score in the **25th – 49th Percentile** in a passage reading fluency will have a Tier 2 intervention provided. (grades 2-5)
- **BOY FAST:** Grades 4-5: 11th-24th percentile

Student Prescriptive data, i-Ready Literacy Tasks, and i-Ready data will be reviewed, and interventions will be chosen based on student greatest need. After each FAST PM assessment, intervention need will be reevaluated.

Tier 3 Fun Read interventions will begin with the triangulation of generalized outcome data. The following generalized data will be used for original identification:

- **BOY FAST:** Score below 10th for 4-5, and-
- **BOY i-Ready:** add data from Brian once we know where 5% of students ended this year - and-
- **BOY i-Ready Literacy Tasks: subtest** performance criteria by grade level. Students who score in the **Below Level** category in a subtest will have a Tier 2 intervention provided. (Grades K-3) -and-
- **BOY i-Ready Literacy Tasks: passage** reading fluency performance criteria by grade level. Students who score in the **1st – 24th Percentile** in a passage reading fluency will have a Tier 3 intervention provided. (grades 2-5)

Student Prescriptive data, i-Ready Literacy Tasks, and i-Ready data will be reviewed, and interventions will be chosen based on student greatest need. After each FAST PM assessment, intervention need will be reevaluated.

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

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

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

Given that the definition of Dyslexia as a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, while the SDIRC does not diagnose Dyslexia, the SDIRC will screen students with Dyslexic characteristics through i-Ready Diagnostic testing and i-Ready Literacy Tasks three times a year. The goal of the i-Ready Early Literacy and Dyslexia Risk Screener is to assess students' understanding of the six components of reading, as established by Florida's Formula for Reading Success, and to identify students who may be at risk of a substantial reading deficiency. Students exhibiting these traits or characteristics will be provided with intensive Tier3 interventions to address these deficits.

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

The SDIRC will use the i-Ready Early Literacy and Dyslexia Risk Screener to determine students as risk. The screening steps we will be using are as follows:

Step 1: Administer the i-Ready Diagnostic for Reading. Students in Grades K–3 will take the Diagnostic three times a year during the fall, winter, and spring testing windows. The SDIRC will follow the iReady norming windows. (All Students K-3)

Step 2: Administer the required i-Ready Literacy Tasks at the appropriate time of year. (All Students K-3)

Step 3: Administer the additional Rapid Automatized Naming i-Ready Literacy Tasks to students who place Approaching or Below Benchmark on the Early Literacy Screener from step 2.

Step 4: We will notify parents of the screening results and provide intensive interventions.

Step 5: If an identified student does not make adequate progress with interventions the Individual Problem-Solving Team (IPST) process will commence. This could result in intensification of interventions or further evaluation as determined by the school-based IPST.

While the SDIRC does not diagnose Dyslexia we will provide students with intensive interventions and review progress monitoring data and classroom data with students who exhibit the characteristics of Dyslexia based on this screening assessment at an increased frequency.

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

SDIRC will use an Instructional Feedback Cycle:

- Data Review with school administrators, coaches, teachers
- Impact Reviews
- Observational Walkthroughs
- School-based data chats
- School-based informal classroom literacy walkthroughs to inspect standards-based instruction, task, monitoring, engagement, climate/culture, and differentiation.
- Grade/Department level collaborative planning meetings.
- Grade/Department level data meetings using formative and summative assessments.
- Data Com (district principals review their school wide ELA data with the Superintendent and District Staff three times a year)

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

Tier 2 interventions are reviewed every 6–8 weeks at the school level to assess overall student progress. If the data indicates that the group is not making adequate progress, the team will determine necessary modifications to the intervention. If an individual student is not responding to the current support, a data team—including teachers, the literacy coach, and school administration—will meet to problem-solve and

determine appropriate next steps. These may include intensifying the current intervention, implementing a different strategy, or making other instructional adjustments.

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

Tier 3 interventions are systematically reviewed through the Multi-Tiered System of Supports (MTSS) framework, specifically by the school's problem-solving team, to assess intervention fidelity and student responsiveness. The team utilizes a problem-solving model that considers key domains—curriculum, instruction, environment, and learner characteristics—to inform data-based decision-making. While the primary objective is to close skill gaps and support student success within the general education continuum, referral for a comprehensive evaluation and consideration for special education eligibility is only initiated after evidence-based Tier 3 interventions have been implemented with fidelity, monitored over time, and intensively modified based on ongoing progress monitoring. The MTSS team functions as the central mechanism for identifying root causes, aligning targeted supports, and ensuring instructional decisions are grounded in data.

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:

GRADES K-5:

- **BOY i-Ready:** KG: 367; 1: 408; 2: 458; 3: 507 i-Ready Scale Score
- **BOY i-Ready Literacy Tasks: subtest** performance criteria by grade level. Students who score in the **On or Above Level** category in a subtest will have a Tier 2 intervention provided. (Grades K-3)
- **BOY i-Ready Literacy Tasks: passage** reading fluency performance criteria by grade level. Students who score in the **50th and above Percentile in** a passage reading fluency will have a Tier 2 intervention provided. (Grades 2-3)
- **BOY FAST:** Grades K-5: At or above the 25th percentile

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

- **i-Ready - KG:** 367; 1: 408; 2: 458; 3: 507 i-Ready Scale Score
- **i-Ready Literacy Tasks: subtest** performance criteria by grade level. Students who score in the **On or Above Level** category in a subtest (Grades K-3)
- **BOY i-Ready Literacy Tasks: passage** reading fluency performance criteria by grade level. Students who score in the **50th and above Percentile in** a passage reading fluency. (Grades 2-4)

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

Problem-solving Process

- Define the problem or area of need.
- Analyze the problem and relevant data.
- Implement an action plan or interventions based on data; and
- Evaluate the action plan or intervention for effectiveness.

Districtwide data

• Instructional Feedback Cycle that includes formal walkthroughs 3 times per year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled Impact Review data meetings between district staff and school administrators. • Weekly collaborative planning sessions that include data-based discussions to drive instruction. • Frequent meetings to analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction. • School-based Literacy Teams meet frequently to analyze current data trends and problem-solve solutions. • Additionally, a root cause analysis will be conducted to align student needs with the curriculum components.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Amplify CKLA	2020-2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • MOY i-Ready: KG: 360; 1: 401; 2: 440; 3: 495 i-Ready Scale Score • MOY i-Ready Literacy Tasks: subtest performance criteria by grade level. Students who score in the Below Level category in a subtest will have a Tier 2 intervention provided. (Grades K-3) • MOY i-Ready Literacy Tasks: passage reading fluency performance criteria by grade level. Students who score in the 25th – 49th Percentile in a passage reading fluency will have a Tier 2 intervention provided. (Grades 2-5)	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year:	
<u>GRADES K-5:</u> • BOY i-Ready: KG: 360; 1: 401; 2: 440; 3: 495 i-Ready Scale Score • BOY i-Ready Literacy Tasks: subtest performance criteria by grade level. Students who score in the Below Level category in a subtest will have a Tier 2 intervention provided. (Grades K-3) • BOY i-Ready Literacy Tasks: passage reading fluency performance criteria by grade level. Students who score in the 25th – 49th Percentile in a passage reading fluency will have a Tier 2 intervention provided. (Grades 2-5)	
Number of times per week interventions are provided: 3 days a week Number of minutes per intervention session: 30 minutes per session Weekly T2 intervention minutes: 90 minutes per week	
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)
Lexia Core 5	<i>Evidence for ESSA: Promising; significant effects at the student level, average effect size +0.28</i>	Lexia Core5 Reading is a blended learning computerized reading program that provides instruction in the six components of reading and gives students independent practice in basic reading skills. Lexia Core5 provides explicit, systematic instruction through personalized learning paths. Core5 adapts to target skill gaps as they emerge and equips teachers with the data and instructional resources they need to personalize instruction for every student. With the use of an interventionist or reading endorsed teacher students will be given individualized lessons with immediate practice.
UFLI Foundations		UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade. UFLI does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to support Reading for Understanding in Kindergarten Through 3rd Grade. Foundational Skills to support Reading for Understanding in Kindergarten Through 3rd Grade recommends that teaching foundational reading skills include the following: develop the awareness of the segments of sounds in speech and how they link to letters; Strong Evidence, teach students to decode words, analyze word parts and write and recognize words; Strong Evidence, ensure that each student read connected text every day to support reading accuracy, fluency, and comprehension; Moderate Evidence. These recommendations were built into the program by focusing on the articulatory gestures for producing sounds, as well as visual and auditory drills. Students practice blending sounds together to read words, word chaining, and to practice blending drills. In every lesson they have a connected text for reading and spelling sentences, as well as a decodable text to practice fluency and comprehension. The district will support and monitor implementation of this program by providing coaching specifically for these programs on a bi-monthly basis with our district

		interventionist coach and data monitoring via Power Bi on a bi-weekly basis. School based coaches will also monitor the implementation of the program via bi-weekly fidelity checks, including opportunities for professional learning with our district UFLI trainer. We have also invited a UFLI program specialist to provide all our coaches and interventionists with a full day of initial training.
i-Ready Tools for Instruction/Toolkit (Magnetic Reading)	<i>Moderate</i>	Magnetic Reading is a systematic approach to reading that has scaffolded support for every young reader through the science of reading. (State examined and approved)
Wilson Reading System	Strong evidence, average effect size +0.17	The Wilson Reading System is a reading and writing program that provides a curriculum for teaching reading and spelling to individuals of any age who have difficulty with written language.
Sonday 1 and 2		Sonday Systems offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of 2nd-grade reading level. Sonday does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to support Reading for Understanding in Kindergarten Through 3rd Grade. Foundational Skills to support Reading for Understanding in Kindergarten Through 3rd Grade recommends that teaching foundational reading skills include the following: develop the awareness of the segments of sounds in speech and how they link to letters; Strong Evidence, teach students to decode words, analyze word parts and write and recognize words; Strong Evidence, ensure that each student read connected text every day to support reading accuracy, fluency, and comprehension; Moderate Evidence. These recommendations were built into the program by drill the letter sound correspondence daily through reading and spelling, students are taught the patterns within words and how to blend sounds together to read and segment sounds to spell, and step six in every Sonday lesson the student reads words, sentences, and connected text to practice accuracy, fluency, and comprehension. The district will support and monitor implementation of this program by providing coaching specifically for these programs on a bi-monthly basis with our district interventionist coach and data monitoring via Power Bi on a bi-weekly basis. School based coaches will also monitor the implementation of the program via

		bi-weekly fidelity checks, including opportunities for professional learning with our district Sunday trainer.
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		
Actual Tactual (Braille Blazer)		Actual Tactual does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Providing Reading Interventions for students in Grades 4-9: Recommendation 1: Build students' decoding skills so that they can read complex multisyllabic words; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; Recommendation 3: Routinely uses a set of comprehension-building practices to help students make sense of the text. These recommendations were built into the program by explicit, systematic, differentiated instruction, incorporating tactile discrimination, tracking, reading practice and diverse types of activities to help develop skills needed by a new tactile reader. • Frequent repetition allows students to become familiar with the basic words and grow as confident readers. Repetition is especially necessary since students who are blind do not get repeated exposure to words, as sighted students do. The district will support and monitor implementation of this program by conducting data chats, observational walkthroughs and ongoing professional learning with the teachers of the Visually Impaired.
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>We use ELL strategies that are embedded within our Curriculums and interventions to meet the needs of our English Language Learners.</i>		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. All reading interventions used with K–3 students who have significant learning disabilities incorporate multisensory strategies as part of instruction. These strategies include tapping, clapping, skywriting, tracing, call-and-response activities, dictation on dry-erase boards and paper, and the manipulation of letter tiles.		

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • i-Ready: KG: 338; 1: 374; 2: 402; 3: 447 i-Ready Scale Scores • i-Ready Literacy Tasks: subtest performance criteria by grade level. Students who score in the Below Level category in a subtest will have a Tier 2 intervention provided. (Grades K-3) • i-Ready Literacy Tasks: passage reading fluency performance criteria by grade level. Students who score in the 1st – 24th Percentile in a passage reading fluency will have a Tier 2 intervention provided. (Grades 2-5)		
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: Tier 3 Fun Read interventions will begin with the triangulation of generalized outcome data. The following generalized data will be used for original identification: • BOY FAST: Score below 10th for K-2, Score below the 20th percentile for 3, Level 1 for 3-5 • BOY i-Ready: KG: 338; 1: 374; 2: 402; 3: 447 i-Ready Scale Score • BOY i-Ready Literacy Tasks: subtest performance criteria by grade level. Students who score in the Below Level category in a subtest will have a Tier 2 intervention provided. (Grades K-3) • BOY i-Ready Literacy Tasks: passage reading fluency performance criteria by grade level. Students who score in the 1st – 24th Percentile in a passage reading fluency will have a Tier 3 intervention provided. (grades 2-5)		
Number of times per week interventions are provided: 2 days a week Number of minutes per intervention session: 30 minutes per session Weekly T2 and T3 intervention minutes: 150 minutes total per week (T2= 90 minutes + T3= 60 minutes per week)		
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)
Lexia Core 5 Teacher Led Lessons	Promising; <i>significant effects at the student level, average effect size +0.28</i>	Lexia Core5 Reading is a blended learning computerized reading program that provides instruction in the six components of reading and gives students independent practice in basic reading skills. Lexia Core5 provides explicit, systematic instruction through personalized learning paths. Core5 adapts to target skill gaps as they emerge and equips teachers with the data and instructional resources they need to personalize instruction for every student. With the use of an interventionist or reading endorsed teacher students will be given individualized lessons with immediate practice.
Wilson Reading System	Strong <i>evidence, average effect size +0.17</i>	The Wilson Reading System is a reading and writing program that provides a curriculum for teaching reading and spelling to individuals of any age who have difficulty with written language.

UFLI Foundations		UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade. UFLI does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to support Reading for Understanding in Kindergarten Through 3rd Grade. Foundational Skills to support Reading for Understanding in Kindergarten Through 3rd Grade recommends that teaching foundational reading skills include the following: develop the awareness of the segments of sounds in speech and how they link to letters; Strong Evidence, teach students to decode words, analyze word parts and write and recognize words; Strong Evidence, ensure that each student read connected text every day to support reading accuracy, fluency, and comprehension; Moderate Evidence. These recommendations were built into the program by focusing on the articulatory gestures for producing sounds, as well as visual and auditory drills. Students practice blending sounds together to read words, word chaining, and to practice blending drills. In every lesson they have a connected text for reading and spelling sentences, as well as a decodable text to practice fluency and comprehension. The district will support and monitor implementation of this program by providing coaching specifically for these programs on a bi-monthly basis with our district interventionist coach and data monitoring via Power Bi on a bi-weekly basis. School based coaches will also monitor the implementation of the program via bi-weekly fidelity checks, including opportunities for professional learning with our district UFLI trainer. We have also invited a UFLI program specialist to provide all our coaches and interventionists with a full day of initial training.
Indicate the evidence-based programs and/or practices implemented for students with a disability,		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Actual Tactual (Braille Blazer)		Actual Tactual does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Providing Reading Interventions for students in Grades 4-9: Recommendation 1: Build students' decoding skills so that they can read complex multisyllabic words; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; Recommendation 3: Routinely uses a set of comprehension-building practices to help students make sense of the text. These recommendations were built into the program by explicit, systematic, differentiated instruction, incorporating tactile discrimination, tracking, reading practice and diverse types of activities to help develop skills needed by a new tactile reader. • Frequent repetition allows students to become familiar with the basic words and grow as confident readers. Repetition is especially necessary since students who are blind do not get repeated exposure to words, as sighted students do. The district will support and monitor implementation of this program by conducting data chats, observational walkthroughs and ongoing professional learning with the teachers of the Visually Impaired.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>We use ELL strategies that are embedded within our Curriculums and interventions to meet the needs of our English Language Learners</i>		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. All reading interventions used with K–3 students who have substantial deficiencies or characteristics of dyslexia incorporate multisensory strategies as part of instruction. These strategies include tapping, clapping, skywriting, tracing, call-and-response activities, dictation on dry-erase boards and paper, and the manipulation of letter tiles.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Problem-solving Process • Define the problem or area of need.		

- Analyze the problem and relevant data.
- Implement an action plan or interventions based on data; and
- Evaluate the action plan or intervention for effectiveness.

Districtwide data

- Instructional Feedback Cycle that includes formal walkthroughs 3 times per year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled Impact Review data meetings between district staff and school administrators.
- Weekly collaborative planning sessions that include data-based discussions to drive instruction.
- Frequent meetings to analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction.
- School-based Literacy Teams meet frequently to analyze current data trends and problem-solve solutions.
- Additionally, a root cause analysis will be conducted to align student needs with the curriculum components.

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: • 8:00-12:30 daily with a 30-minute lunch (4 hours; 240 minutes daily)
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): • Grade 3 i-Ready Magnetic (moderate evidence) • Lexia Core 5 (as placed in the program based on initial testing)
Alternative Assessment Used: • i-Ready Diagnostic 50th %tile
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
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

- 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?
i-Ready Diagnostic	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☒ Diagnostic	☒ 3 x Year
Unify Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☒ Diagnostic	☒ 2 x Year

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

Tier 2 interventions will begin with the comparison of generalized outcome data. The following generalized data will be used for original identification:

- **BOY FAST:** Scores Level 2 -and-
- **BOY i-Ready:** Students scoring below grade level.

Student Prescriptive data, i-Ready Literacy Tasks, and i-Ready data will be reviewed, and interventions will be chosen based on student greatest need. After each FAST PM assessment, intervention need will be reevaluated.

Tier 3 interventions will begin with the comparison of generalized outcome data. The following generalized data will be used for original identification:

- **BOY FAST:** Scores Level 1 -and-
- **BOY i-Ready:** Scoring more than 1 year below grade level.

Student Prescriptive data, i-Ready Literacy Tasks, and i-Ready data will be reviewed, and interventions will be chosen based on student greatest need. After each FAST PM assessment, intervention need will be reevaluated.

Explain how the effectiveness of Tier 1 instruction is monitored.

SDIRC will use an Instructional Feedback Cycle:

- Data Review with school administrators, coaches, teachers
- Impact Reviews
- Observational Walkthroughs
- School-based data chats
- School-based informal classroom literacy walkthroughs to inspect standards-based instruction, task, monitoring, engagement, climate/culture, and differentiation.
- Grade/Department level collaborative planning meetings.
- Grade/Department level data meetings using formative and summative assessments.
- Data Com (district principals review their school wide ELA data with the Superintendent and District Staff three times a year)

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

Assessment & Frequency

Tier 2 (Targeted Interventions)

- Data is monitored more frequently and at the **individual student** level.
- Monthly Standards Mastery and weekly formatives are used to determine if specific skill gaps are closing.
- Progress is compared against **SMART goals** or intervention plans, not just grade-level expectations.
- Students not showing sufficient progress are flagged for intensified supports or potential Tier 3 consideration.

Explain how the effectiveness of Tier 3 interventions is monitored.

Assessment & Frequency

- **Tier 3 (Intensive Interventions)**
- Monitoring is even more frequent (often **weekly or bi-weekly** using skill probes or teacher-created data trackers).
- Data review is highly individualized with instructional adjustments made immediately.
- Fidelity checks are used to ensure interventions are implemented consistently.

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:

- **BOY FAST:** Scores Level 3 and above -and-
- **BOY i-Ready:** scoring on grade level.
-

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • BOY FAST: Scores Level 3 and above -and- • BOY i-Ready: Scoring on grade level.	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Problem-solving Process • Define the problem or area of need; • Analyze the problem and relevant data; • Implement an action plan or interventions based on data; and • Evaluate the action plan or intervention for effectiveness. Districtwide data • Instructional Feedback Cycle that includes formal walkthroughs 3 times per year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled Impact Review data meetings between district staff and school administrators. • Weekly collaborative planning sessions that include data-based discussions to drive instruction. • Frequent meetings to analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction. • School-based Literacy Teams meet frequently to analyze current data trends and problem-solve solutions. • Additionally, a root cause analysis will be conducted to align student needs with the curriculum components.	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting	
Name of Program	Year of Program Adoption
Amplify	2020-2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • MOY FAST: Scores Level 1 or 2 (below grade-level expectations), and/or • MOY i-Ready: Students scoring below grade level (typically 9th–24th percentile).	

Tier 1 Instruction + Tier 2 Interventions			
Beginning of Year Data			
Students who meet the following criteria at the beginning of the school year: Tier 2 interventions will begin with the comparison of generalized outcome data. The following generalized data will be used for original identification: • BOY FAST: Scores Level 2 -and- • BOY i-Ready: Students scoring below grade level.			
Number of times per week interventions are provided: 5 days a week Number of minutes per intervention session: 30 minutes per session Course(s) where interventions take place: Intensive Reading Weekly T2 intervention minutes: 150 minutes per week			
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)
i-Ready Personalized Instruction Reading		Moderate (0.12)	
Lexia PowerUp	Promising (0.36)	Lexia PowerUp Literacy is an online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp aims to accelerate the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths. PowerUp addresses the instructional needs of a wide range of students, from struggling to proficient readers, by identifying skill gaps and providing personalized, systematic instruction in Word Study, Grammar, and Comprehension.	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.			
Students with Disabilities			
Name of Program		ESSA Evidence Level	Verbiage (as needed)
Actual Tactual (Braille Blazer)		Actual Tactual does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Providing Reading Interventions for students in Grades 4-9: Recommendation 1: Build students' decoding skills so that they can read complex multisyllabic words; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; Recommendation 3: Routinely uses a set of comprehension-building practices to help students make sense of the text. These recommendations were built into the program by explicit, systematic, differentiated instruction, incorporating	

		tactile discrimination, tracking, reading practice and various types of activities to help develop skills needed by a new tactile reader. Frequent repetition allows students to become familiar with the basic words and grow as confident readers. Repetition is especially necessary since students who are blind do not get repeated exposure to words, as sighted students do. The district will support and monitor implementation of this program by conducting data chats, observational walkthroughs and ongoing professional learning with the teachers of the Visually Impaired.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
We use ELL strategies that are embedded within our Curriculums and interventions to meet the needs of our English Language Learners		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Tier 3 interventions will begin with the comparison of generalized outcome data. The following generalized data will be used for original identification: • MOY FAST: Scores Level 1 -and- • MOY i-Ready: Students scoring more than one year below grade level. Student Prescriptive data, i-Ready Literacy Tasks, and i-Ready data will be reviewed, and interventions will be chosen based on student greatest need. After each FAST PM assessment, <u>intervention need will be reevaluated.</u>		
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: Tier 3 interventions will begin with the comparison of generalized outcome data. The following generalized data will be used for original identification: • BOY FAST: Scores Level 1 -and- • BOY i-Ready: Students scoring more than one year below grade level.		
Number of times per week interventions are provided: 5 days a week Number of minutes per intervention session: 20 minutes per session Course(s) where interventions take place: Intensive Reading Weekly T2 intervention minutes: 100 minutes per week		
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
Lexia PowerUp	Promising (0.36)	Lexia PowerUp Literacy is an online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp aims to accelerate the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths. PowerUp addresses the instructional needs of a wide range of students, from struggling to proficient readers, by identifying skill gaps and providing personalized, systematic instruction in Word Study, Grammar, and Comprehension.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		Verbiage (as needed)
Actual Tactual (Braille Blazer)		Actual Tactual does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Providing Reading Interventions for students in Grades 4-9: Recommendation 1: Build students' decoding skills so that they can read complex multisyllabic words; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; Recommendation 3: Routinely uses a set of comprehension-building practices to help students make sense of the text. These recommendations were built into the program by explicit, systematic, differentiated instruction, incorporating tactile discrimination, tracking, reading practice and various types of activities to help develop skills needed by a new tactile reader. Frequent repetition allows students to become familiar with the basic words and grow as confident readers. Repetition is especially necessary since students who are blind do not get repeated exposure to words, as sighted students do. The district will support and monitor implementation of this program by conducting data chats, observational walkthroughs and ongoing professional learning with the teachers of the Visually Impaired.
English Language Learners		
Name of Program		ESSA Evidence Level
We use ELL strategies that are embedded within our Curriculums and interventions to meet the needs of our English Language Learners		

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

Problem-solving Process

- Define the problem or area of need.
- Analyze the problem and relevant data.
- Implement an action plan or interventions based on data; and
- Evaluate the action plan or intervention for effectiveness.

Districtwide data

- Instructional Feedback Cycle that includes formal walkthroughs 3 times per year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled Impact Review data meetings between district staff and school administrators.
- Weekly collaborative planning sessions that include data-based discussions to drive instruction.
- Frequent meetings to analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction.
- School-based Literacy Teams meet frequently to analyze current data trends and problem-solve solutions.
- Additionally, a root cause analysis will be conducted to align student needs with the curriculum components.

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?
District Progress Monitoring	☒ 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	☒ 2 x year

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?
Achieve3000 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	☒ 2 x year
Achieve3000 Word Studio (Foundational Literacy Skills)	☒ 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
Savvas Unit Assessments	☐ 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	☒ 3-4 x year

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

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

Explain how the effectiveness of Tier 1 instruction is monitored.

- District staff will monitor program implementation fidelity during school site support visits.
- District staff will collect information from literacy leaders during school site support visits.
- School site administrators conduct walk-throughs using a "look-for" tool designed to ensure curriculum fidelity.
- Optional standards-aligned progress monitoring tool through Performance Matters and Power BI.

- Tier 1 instruction is being monitored through formative assessment data and student work.

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

Tier 2 interventions are monitored through weekly/bi-monthly Savvas Selection Tests, quarterly Savvas Unit Assessments, and the Savvas Reteach and Remediation assignments. The data generated from these formative and summative assessments is analyzed to make T2 instructional decisions for small groups and what Savvas Reteach and Remediation materials are needed.

Also included are:

- School-based data chats
- School-based informal classroom literacy walkthroughs to inspect standards-based instruction, task, monitoring, engagement, climate/culture, and differentiation.
- Grade/Department level collaborative planning meetings.
- Grade/Department level data meetings.
- Impact Reviews (3 times per year)
- DataCom (3 times per year)
- Data analysis will occur informally in school-based data chats and classroom literacy walkthroughs. Formal data analysis will occur during scheduled School Improvement Plan sessions, Impact Review, and DataCom meetings between the district and school administrators.

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

Achieve3000 Word Studio monitors the effectiveness of Tier 3 student interventions by tracking individual student progress through measurable data points. These include:

1. **Usage Metrics:** Monitoring how often students engage with the platform and complete assigned activities.
2. **Lexile Growth:** Tracking improvements in students' reading levels over time, as measured by Lexile scores.
3. **Activity Performance:** Analyzing accuracy and completion rates for activities to assess comprehension and skill development.
4. **Progress Reports:** Generating detailed reports that highlight trends in student performance, allowing educators to identify areas of improvement or adjust interventions as needed.
5. **Skills Gaps:** Identifying reading skills and standards where students need additional support.

Tier 3 interventions are monitored through several metrics, including Usage, Lexile Gains, AFTS (average 1st try score), Progress, and Skills Gaps, as well as periodic Level Set assessments and monthly Lexile auto adjustments. The data generated from the above metrics is analyzed to inform & direct teacher instruction to monitor effectiveness.

The Instructional Feedback Cycle is used to identify and solve problems to improve effectiveness of Tier 3 interventions and includes the following data analysis plan: 9-12 progress monitoring at the district level will be collected using the assessments of Achieve3000 data, along with intervention data. By triangulating and analyzing the data, the district and school-based teams will be able to drill down to the individual student data and support the next steps which will include root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FAST state assessments. Master schedule support is provided by additional scheduling adjustments made to support student achievement.

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: FAST Assessment: Students demonstrate proficiency by scoring Level 3 or above on the BOY FAST. i-Ready Diagnostic: Students score at or above the 25th percentile, indicating they are performing on grade level. Previous Year's State Assessment (if available): Students scored proficient or higher (Level 3+).	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The performance criteria is a score of 70% or higher on the Savvas myPerspectives Unit Tests which are standard-aligned cold reads.	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum: • District staff will meet quarterly with curriculum vendors to debrief on program effectiveness. • English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction. • Supplemental tools are utilized to support the content in the core curriculum.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas myPerspectives is the core curriculum used for grades 9-12 that is designed with the Gradual Release of Responsibility Model and includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Savvas myPerspectives exhibits Tier II moderate evidence based on ESSA guidelines.	2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Beginning-of-Year Data: 11th–12th Grade Tier 1 (Core Instruction) Students who meet the following criteria at the beginning of the school year remain in Tier 1 (general ELA instruction only): • FAST PM3: Scores Level 3 or above (proficient). • Achieve3000/Lexia LevelSet: Scores on or above grade-level Lexile band (college and career readiness trajectory). • Khanmigo Diagnostic: Demonstrates baseline proficiency in grade-level reading and writing skills. • Khanmigo Pathway: Student is on-track in their individualized pathway, meeting expected checkpoints. • Savvas Quarterly Unit Assessments: Scores ≥ 70% indicating mastery of grade-level standards. Instructional Approach: • Remain in Tier 1 core instruction (English Language Arts). • Receive ongoing monitoring through quarterly assessments and teacher checks for understanding.	
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.) Students must meet the following criteria at the beginning of the school year:	

FAST Assessment: Students demonstrate proficiency by scoring Level 3 or above on the BOY FAST. i-Ready Diagnostic: Students score at or above the 25th percentile, indicating they are performing on grade level. Previous Year's State Assessment (if available): Students scored proficient or higher (Level 3+).		
Number of times per week interventions are provided: 2-3 days per week Number of minutes per intervention session: 20-30 minutes per session Course(s) where interventions take place: English Language Arts/small group		
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		Verbiage (as needed)
Savvas Intervention Materials		Executive Summary: Evidence & Implementation Plan Program: <i>myPerspectives</i> Evidence Statement myPerspectives does not meet strong, moderate, or promising levels of evidence; however, it is supported by the WWC Practice Guide: Improving Adolescent Literacy through the following recommendations: • Direct, explicit comprehension instruction (Strong) • Extended discussion of text meaning (Strong) • Increase student motivation and engagement (Moderate) • Teach essential content knowledge (Strong) • Provide intensive, individualized interventions (Moderate) Program Impact • Students using <i>myPerspectives</i> achieved statistically significant growth on MAP Reading after one year. • Accelerated gains compared to the MAP Growth Reading norm group. • Significant growth across all six MAP goal strands: Informational Text, Literary Text, Vocabulary Acquisition/Use, Grammar Usage, Writing Conventions/Mechanics, and Writing Strategies. • Schools using <i>myPerspectives</i> outperformed control schools with higher ELA proficiency rates. District Support & Monitoring

		• Fidelity checks: classroom walkthroughs, lesson observations. • Quarterly data review: MAP, Savvas Unit Assessments, FAST, i-Ready. • PLC-based data chats to drive instructional adjustments. • Professional learning opportunities: • Initial training on program design and routines • Ongoing job-embedded coaching • PLC collaboration sessions for best practices and student work analysis
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Savvas Intervention Materials		Refer to pg. 35 for verbiage.
Lexia PowerUp	Promising	
Achieve 3000	Strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>We use ELL strategies that are embedded within our Curriculums and interventions to meet the needs of our English Language Learners</i>		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Student scores at FAST PM3 ELA Level 1 or Level 2 at the end of the year, or have not met a concordant score for graduation on ACT/SAT/PERT.		
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.) All students that scored at Level 1 – Level 2 on the FAST PM3 who need remediation with foundational reading skills.		

Number of times per week interventions are provided: 5 days per week Number of minutes per intervention session: 50 minutes per day Course(s) where interventions take place: Intensive Reading		
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	Strong (0.29)	Achieve3000 is the Tier 3 intervention program for grades 9-12 and includes explicit, systematic, and differentiated instruction in whole and small groups. Achieve3000 exhibits Tier I strong evidence based on ESSA guidelines.
Lexia PowerUp	Promising (0.36)	Lexia PowerUp Literacy is an online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp aims to accelerate the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths. PowerUp addresses the instructional needs of a wide range of students, from struggling to proficient readers, by identifying skill gaps and providing personalized, systematic instruction in Word Study, Grammar, and Comprehension.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve3000	Strong (0.29)	This subgroup of students utilizes the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for SWD students. The intervention program works at the students instructional and independent levels. The curriculum is personalized to meet the individual needs of all students, especially our SWD subgroups.
Lexia PowerUp	Promising (0.36)	Lexia PowerUp is designed to enhance English language arts instruction for struggling and non-proficient readers in grades 9–12 and is embedded with progress monitoring, actionable data, and scripted lessons that empower teachers to deliver the exact instruction each student needs, especially our SWD subgroups.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Achieve3000	Strong (0.29)	This subgroup of students utilizes the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL students. The intervention program works at the students' instructional and independent levels. The curriculum is personalized to meet the individual needs of all students, especially our ELL subgroups.
Lexia PowerUp	Promising (0.36)	Lexia PowerUp is designed to enhance English language arts instruction for struggling and non-proficient readers in grades 9–12 and is embedded with progress monitoring, actionable data, and scripted lessons that empower teachers to deliver the exact instruction each student needs, especially our ELL subgroups.
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Teachers will receive professional training and on-going coaching support to ensure that Achieve3000 is being implemented with fidelity. Progress monitoring assessments will be conducted to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly check-ins where mini lessons are offered based on teacher's needs. Data analysis will occur informally in school-based data chats and classroom literacy walkthroughs. Formal data analysis will occur during scheduled School Improvement Plan sessions, Impact Review, and DataCom meetings between the district and school administrators.		

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

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

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

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

Name of Professional Learning	Target Audience	Description
State: Regional Literacy PL, offered by FDOR Regional Director, Mandy Rowland	Literacy Coaches K-8	Professional learning occurs monthly for all coaches and includes job embedded professional learning at school sites, depending on need. 2024-2025 school year, the focus was on engagement, monitoring, and differentiation)
UFLI Foundations Training	K-2 Teachers	Professional learning includes a 12-hour online Canvas course focused on the Science of Reading and effective implementation of the UFLI program. In addition to this foundational training, participants will complete a practicum and receive virtual feedback from UFLI trainers. Ongoing professional learning will continue throughout the year, with participants receiving targeted feedback through walkthroughs using a tool aligned to essential instructional components.
Wilson Training	K-5 Teachers, ESE	Participants will begin by completing an introductory course, followed by an in-depth online course as they learn to implement the program. In addition, they will engage in a yearlong practicum, working with an individual student or a small group. Throughout the practicum, participants will receive six scheduled observations conducted by a Wilson trainer, each followed by constructive feedback to support their growth and implementation fidelity.

Lexia Training	K-10 Teachers	Professional learning will occur on an as needed basis that is reflected in the data as well as teacher request throughout the school year. We will also provide full day training during our district PL days and interventionist and coach meetings.
Monthly District Training	Interventionists	Interventionists will participate in six professional learning sessions throughout the school year, aligned to their specific scope of work. These sessions will focus on developing a deeper understanding of how to effectively use data to inform instruction, as well as how to implement intervention programs and instructional strategies with fidelity.

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.

Professional learning for instructional personnel and certified PreK teachers funded through the Florida Education Finance Program (FEFP) is designed to support the acquisition of certifications, credentials, endorsements, or advanced degrees in scientifically researched and evidence-based reading instruction. This support typically includes a combination of the following components:

1. State-Approved Reading Endorsement Courses:

SDIRC, University of Florida Flamingo Courses and Florida State University/FCRR offer state-approved courses aligned with Florida's Reading Endorsement Competencies. These courses are often delivered online, blended, or in-person formats, and are designed to deepen educators' understanding of evidence-based reading instruction practices, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies.

2. Professional Development Programs:

Our local Early Learning Coalition (ELCIRMO), Childcare Resources (CCR) and SDIRC's Early Learning Programs provide structured, job-embedded professional development aligned with the latest scientific research in reading. These programs may include workshops, coaching, and modeling of effective practices. The workshops are free to attend, specifically designed for early childhood educators, earn CEU's or in-service hours and are open to all educators in Indian River County.

3. Mentorship and Coaching:

SDIRC's Early Learning Programs staff enlist teachers as mentors to support new teachers as they apply new strategies learned through coursework or training. These teachers provide feedback, facilitate reflective practice, and help new teachers integrate evidence-based methods into their daily instruction.

4. Professional Learning Alternatives (PLA):

The Bureau of Exceptional Education and Student Service (BEESS) Portal to Professional Learning Alternatives (PLA) is a collection of online courses, both facilitated and independent study, designed to assist educators in becoming more proficient in responding to the various instructional and behavioral needs of individual learners to maximize the achievement of all students. These courses are developed in partnership with the Florida Department of Education, Bureau of Exceptional Education and Student Services and two Individuals with Disabilities Education Act (IDEA) - funded state projects: the Florida Diagnostic and Learning Resources System (FDLRS) and the Personnel Development Support Project (PDSP). The Division of Early Learning's (DEL) network of lead trainers, representing each of the 30 early learning coalitions and school districts, delivers professional

development regionally. DEL chooses lead trainers for their education, experience in early education, and training and recognition as an outcomes-driven training facilitator.

5. Monitoring and Accountability:

SDIRC tracks progress toward certification or endorsement through professional learning plans and performance evaluations using Frontline. Data is used to tailor support and ensure educators meet the necessary milestones for credential attainment.

Differentiated Professional Learning

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

- District Literacy Coaches and school-based Literacy Coaches will provide differentiated and intense professional development to teachers based on progress monitoring data.
- Literacy Coaches will play a vital role in delivering professional learning on demand during collaborative planning sessions and data chats.
- On-going school-based training and support will be provided by i-Ready representatives.
- Training will be provided in Collaborative Planning, Differentiated Instruction, Formative Assessment, and Engagement Strategies
- The State Regional Literacy Director is working collaboratively with the District Literacy Specialists to reinforce the new BEST standards (K-12) and provide training in the science of reading, in a train the trainer model to be used in the schools

Mentor Teachers

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

- Model classrooms will be established at each school via the support of literacy coaches who will provide live learning space to demonstrate highly effective instructional practices. In the event a specific instructional practice is not able to be modeled at a school due to a lack of capacity, the opportunity to visit a school with an established model classroom will be presented either by release time or virtual demonstrations such as a recording or live feed.
- SDIRC ensures that all mentors who provide direct support to new teachers have completed Clinical Education Training.

Professional Learning Time

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

- Revise the master schedule to ensure that teachers have time with Literacy Coaches in collaborative planning weekly.
- Each school provides the district with a schedule that allows time each week to ensure both collaborative planning and professional learning can occur in conjunction with Instructional Coaches.

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
Moonshot Academy	Grades 1-3	Provided by a private philanthropy, known as The Learning Alliance. This program utilizes Sonday to close the gaps, an interactive story

		element and the use of i-Ready lessons or the computer program as needed
School Based After School/Before School/During School Tutoring	K-12	Reading Tutoring based on need

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

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

The School District of Indian River County will provide all K-5 students access to read at home plan resources and supports that are designed to support parents with students who have reading deficiencies. These resources will be available in both an electronic and hard copy format. These supports include the following components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Parents will also be given the information and resources needed to enroll their student, if they choose, in the New Worlds Reading Initiative. The School District of Indian River County. The district also partners with The Learning Alliance (TLA), a literacy-based non-profit, which provides resources for both school and home. TLA has a "Moonshot Families" division that provides literacy knowledge and activities for families with children from birth to third grade. Moonshot Families facilitate community engagement activities and make home visits to encourage oral language and reading for families and their children.

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

To increase family engagement in literacy and support reading at home, the district implements a variety of literacy partnerships and programs, including state-supported initiatives like the New Worlds Reading Initiative, along with district-level collaborations and outreach efforts. Here's an overview of how these programs are structured and utilized: Schools identify and support enrollment of eligible students (those reading below grade level). District communications teams help raise awareness among families. Reading coaches and media specialists coordinate with teachers to support follow-up literacy activities. Through a blend of state-supported programs like the New Worlds Reading Initiative, local partnerships, and school-based outreach, the district ensures families are equipped and empowered to support their children's literacy growth at home. These efforts align with the belief that literacy success is a shared responsibility between schools and families.

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

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

Initials	Assurance
KG	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary

	strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
KG	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.
KG	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.
KG	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
KG	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
KG	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.
KG	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
KG	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
KG	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): Kimberly Garcia	
Signature: <i>Kimberly Garcia</i>	Date: 6/1/25

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

9) Highly Effective Teachers

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

We are working on ensuring that we are meeting the requirements of this statute by leveraging performance evaluation data, aligning talent with student needs, and incentivizing excellence in early childhood education, the district ensures that its most impactful educators are placed where they can shape foundational student success. While we are not fully there yet we are ensuring that we have quality teachers in the K-2 classrooms.