

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 (Middel)	Sherman, Ashley <i>ELA Secondary Specialist</i>	Ashely.Sherman@indianriverschools.org	772-564-3119
Secondary English Language Arts (High)	Collis, Kerri <i>ELA Secondary Specialist</i>	Kerri.collis@indianriverschools.org	772-564-3117
Summer School	Garcia, Kimberly <i>Director of Academic Success-Instruction</i>	Kimberly.garcia@indianriverschools.org	772-564-3138

VPK and Early Learning	Frances McDonough <i>Coordinator of Early Learning</i>	Frances.McDonough@indianriverschools.org	772-564-3132
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2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	195,650.00	2
Intervention teachers	670,778.50	7
Scientifically researched and evidence-based supplemental instructional materials	100,000.00	
Third grade summer reading camps	175,000.00	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches	98,825.50	1
Intervention teachers	0	0
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	1,240,254.00	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- 6/207 = 3% PM2- 1/207 = .5% PM3- 3/207 = 1%	PM3 – Less than 10%	PM1- 156/207 = 75% PM2- 183/207 = 88% PM3- 192/207 = 93%	PM3 – 95% or higher

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

The district Early Learning staff will work with teachers to identify students in need of urgent intervention and use the data to determine which intervention will be applied in small group or 1:1 to close the learning gap.

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

FAST				
Grade	2025-2026 Previous School Year – % of Students Scoring	2026-2027 Goal for Plan Year – % of Students Scoring	2025-2026 Previous School Year – % of Students Scoring	2026-2027 Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	2%	0%	78%	80%
1	21%	15%	63%	65%
2	19%	15%	61%	65%
3	9%	5%	75%	76%
4	11%	10%	70%	75%
5	9%	5%	67%	70%
6	12%	10%	69%	70%
7	11%	10%	66%	70%
8	13%	10%	62%	70%
9	14%	10%	63%	65%
10	13%	10%	66%	68%

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 Inform- three times a year • Grade K-2 mCLASS DIBLES- three times a year • Grade 3 i-Ready Literacy Taks- three times a year • Grade 3- Amplify Unit Assessments- 10 units total. The district also reviews these compliancy outcomes: I. Student Enrollment in Reading Interventions; II. Reading Endorsement competency status for teachers;	• FAST- three times a year • i-Ready Inform- three times a year • Grade K-2 mCLASS DIBLES- three times a year • Grade 3 i-Ready Literacy Taks- three times a year • Grade 3- Amplify Unit Assessments- 10 units total. • i-Ready Standards Mastery- As needed. • i-Ready Pathway Lessons- weekly • Grade 3-5 Interventions i-Ready Literacy Taks- bi-monthly

	III. Reading Certification progress status for teachers;	
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 Inform- 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 Inform-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 (9th-10th) 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 (11th-12th)

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
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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 2025-2026 plan, the most impactful feedback from this group was:

- Align administrators with literacy expertise strategically to support ELA and Intensive Reading programs, strengthening instructional leadership and monitoring.
- The district will also implement a new AI Dashboard to provide real-time student data and intervention recommendations, allowing for more timely instructional decisions.
- Additionally, Intensive Reading classes will incorporate a structured intervention model that provides dedicated Tier 2 and Tier 3 instructional time in smaller groups to address individual student needs.

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.](#))

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

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

☒ Yes

☐ No

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

N/A

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

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. The Director of Academic Success 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, at a minimum, 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 provide 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 Academic Success 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?

The 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. This model includes 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 promotes 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.

SDIRC will use the STAR SEL assessment, our own Indian River Kindergarten Readiness Assessment, as well as Ox Ed TEL Ted oral language assessment to screen students to identify areas of concern and develop a plan of action to meet each individual students' needs.

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

Our VPK Program utilizes Frog Street as our core curriculum. We supplement phonics instruction with the Foundations program by Wilson Language. We also use the Heggerty Pre-K Phonemic Awareness to increase the rigor of phonological and phonemic awareness instruction and practice.

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.](#)

In order to close instructional gaps in our VPK students, teachers use portions of the Frog Street curriculum to explicitly reteach skills and provide additional practice with feedback in a small group or 1:1 setting. The Foundations and Heggerty curricula are also used to reteach and practice skills in small group. In addition to Frog Street, Foundations, and Heggerty, we also use the Ox ED TEL Ted oral language screener and intervention program. The screener provides an indication of students who require moderate to intensive intervention. The intervention materials are utilized to work with students in small group and in 1:1 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?
OxEd	☒ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☐ Phonological Awareness K-2 ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ 2 x Year ☐ Annually ☐ As Needed ☐ Other
VPK Ready	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness K-2 ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
iReady Inform Assessment	☒ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness K-2 ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Curriculum based Assessments from Amplify	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Comprehension		☒ As Needed ☐ Other
UFLI Foundations	☐ 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
DIBELS 8 mCLASS	☐ 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
Literacy Tasks	☐ 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 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

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

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

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

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

- **PM1 FAST K-2:** Students scoring at or below the 20th percentile
- **PM1 FAST 3:** Students scoring at or below the 25th percentile
- **iReady K-5:** Any student falling within the lowest 15% of SDIRC students on the previous year (25-26) EOY iReady Diagnostic assessment
- **iReady K-5:** Any student falling within the lowest 15% of SDIRC students on the current year (26-27) BOY iReady Inform assessment

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

- **PM1 FAST K-2:** Students scoring at or below the 10th percentile (as per state statute)
- **PM1 FAST 3:** Students scoring at or below the 20th percentile (as per state statute)
- **PM1 FAST K-5:** Students scoring level 1 on the assessment (as per state statute)
- **K-5:** Any student retained the previous school year
- **iReady K-5:** Any student falling within the lowest 5% of SDIRC students on the previous (25-26) EOY iReady Diagnostic assessment
- **iReady K-5:** Any student falling within the lowest 5% of SDIRC students on the current BOY iReady Inform assessment
- **K-5:** Any student who is exhibiting characteristics of Dyslexia as determined by the universal screening administered by SDIRC (as per state statute)

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.

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:

- **iReady K-5:** Any student falling within the lowest 15% of SDIRC students on the previous year (25-26) EOY iReady Diagnostic assessment
- **iReady K-5:** Any student falling within the lowest 15% of SDIRC students on the current year (26-27) BOY iReady Inform assessment

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

- **K-5:** Students scoring level 1 on the most recent FAST PM assessment (as per state statute)
- **K-5:** Any student retained the previous school year (as per state statute)
- **4:** Any student promoted to 4th grade with an exemption from 3rd grade retention (as per state statute)
- **iReady K-5:** Any student falling within the lowest 5% of SDIRC students on the previous year (25-26) EOY iReady Diagnostic assessment
- **iReady K-5:** Any student falling within the lowest 5% of SDIRC students on the current year (26-27) BOY iReady Inform assessment
- **K-5:** Any student who is exhibiting characteristics of Dyslexia as determined by the universal screening administered by the district (as per state statute)

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.

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

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

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

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 DIBELS 8 (mCLASS), i-Ready Diagnostic testing, and i-Ready Literacy Tasks three times a year. The goal of DIBELS and the i-Ready Early Literacy with 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. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

Pursuant to s. 1008.25(9), F.S., students exhibiting characteristics of dyslexia receive additional screening using district-adopted, state-approved progress monitoring tools reviewed by the Individual Problem-Solving Team. The district utilizes FAST Early Learning in grades K-1, FAST Star Reading in grades 1-2, DIBELS in grades K-2, i-Ready Literacy Tasks, and i-Ready Inform in grades K-3, to further assess phonological awareness, decoding, and fluency skills. The Individual Problem-Solving team is a multi-disciplinary team that may include the general education teacher, special education teacher, school administrator, literacy coach, school psychologist, speech and language pathologist, and parents. Based upon the recommendations of that team, additional assessments, screenings, or progress monitoring tools may be implemented and monitored for the purposes of dyslexia identification.

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

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

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

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:

- **PM1 FAST K-2:** Students scoring above the 20th percentile
- **PM1 FAST 3:** Students scoring above the 30th percentile
- **PM1 FAST K-3:** Students scoring as ACH level 3-5
- **iReady K-5:** Any students scoring within the highest 80% of SDIRC students on the previous year (25-26) EOY iReady Diagnostic assessment
- **iReady K-5:** Any student falling within the highest 80% of SDIRC students on the current year (26-27) BOY iReady Inform assessment

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

- **PM1 FAST K-2:** Students scoring above the 20th percentile
- **PM1 FAST 3:** Students scoring above the 30th percentile
- **PM1 FAST K-3:** Students scoring as ACH level 3-5
- **iReady K-5:** Any students scoring within the highest 80% of SDIRC students on the previous year (25-26) EOY iReady Diagnostic assessment
- **iReady K-5:** Any student falling within the highest 80% of SDIRC students on the current year (26-27) BOY iReady Inform assessment

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Amplify CKLA Grades K-5	2020-2021
UFLI Foundations Grades K-2	2025-2026
i-Ready Personalized Instruction Reading Grades K-5 <i>Moderate; average effect size +0.12</i>	N/A Supplemental Core
Magnetic Reading, Florida B.E.S.T. Standards Edition Grades 3-5	N/A

		Supplemental Core
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • PM2 FAST K-2: Students scoring at or below the 20th percentile • PM2 FAST 3: Students scoring at or below the 30th percentile • iReady K-5: Any student falling within the lowest 15% of SDIRC students on the current year (26-27) MOY iReady Inform assessment		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • PM1 FAST K-3: Students scoring at or below the 20th percentile • PM1 FAST 3: Students scoring at or below the 25th percentile • iReady K-5: Any student falling within the lowest 15% of SDIRC students on the previous year (25-26) EOY iReady Diagnostic assessment • iReady K-5: Any student falling within the lowest 15% of SDIRC students on the current year (26-27) BOY iReady Inform assessment		
Number of times per week interventions are provided: 3 days a week Number of minutes per intervention session: 30 minutes per session Number of minutes per week: 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 Reading Program- Struggling Readers	Promising; average effect size +0.23	State Examined and Approved List Grade K-5 (2/5/2026 list)
UFLI Foundations	N/A	State Examined and Approved List Grade K-2 (2/5/2026 list)
Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition	Moderate; average effect size +0.15	State Examined and Approved List Grade K-2 (2/5/2026 list)
Magnetic Reading, Florida B.E.S.T. Standards Edition	Moderate; effect size +0.22	
Wilson Reading System	Promising evidence, effect size +0.17	State Examined and Approved List Grade 3 and above (2/5/2026 list)
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Actual Tactual (Braille Blazer)	N/A	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>	N/A	N/A
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. All reading interventions used with 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.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • K-5: Students scoring level 1 on the most recent FAST PM assessment (as per state statute) • PM2 FAST K-2: Students scoring at or below the 20th percentile • PM2 FAST 3: Students scoring at or below the 25th percentile • iReady K-5: Any student falling within the lowest 5% of SDIRC students on the MOY iReady Diagnostic assessment • iReady K-5: Any student falling within the lowest 5% of SDIRC students on the MOY iReady Inform assessment • K-5: Any student who is exhibiting characteristics of Dyslexia as determined by the universal screening administered by the district (as per state statute)		

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: • K-5: Students scoring level 1 on the most recent FAST PM assessment (as per state statute) • K-5: Any student retained the previous school year (as per state statute) • 4: Any student promoted to 4th grade with an exemption from 3rd grade retention (as per state statute) • iReady K-5: Any student falling within the lowest 5% of SDIRC students on the previous year (25-26) EOY iReady Diagnostic assessment • iReady K-5: Any student falling within the lowest 5% of SDIRC students on the current year (26-27) BOY iReady Inform assessment • K-5: Any student who is exhibiting characteristics of Dyslexia as determined by the universal screening administered by the district (as per state statute)		
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 Reading Program	<i>Promising; average effect size +0.23</i>	State Examined and Approved List Grade K-5 (2/5/2026 list)
UFLI Foundations	N/A	State Examined and Approved List Grade K-2 (2/5/2026 list)
Wilson Reading System	<i>Promising evidence, effect size +0.17</i>	State Examined and Approved List Grade 3 and above (2/5/2026 list)
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Actual Tactual (Braille Blazer)	N/A	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 strategies 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.		

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: 8:00-12:00 daily with a 30-minute lunch (3.5 hours; 210 minutes daily)
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): • Magnetic Reading, Florida B.E.S.T. Standards Edition (<i>Moderate; effect size +0.22</i>)

- i-Ready Personalized Instruction Reading (<i>Moderate; average effect size +0.12</i>) - Lexia Core 5 Reading Program (Promising; average effect size +0.23)
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

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 Inform	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Unify Assessment	☒ Grade 6 ☒ Grade 7	☐ Oral Language ☐ Phonological	☐ Screening ☐ Progress	☐ Weekly ☐ 2 x Month

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?
	☒ Grade 8 ☐ All Students ☐ Select Student	Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	Monitoring ☐ Diagnostic ☒ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ 2 x Year ☐ Annually ☐ As Needed ☐ Other

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

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.

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.

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.

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

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

SDIRC will use a continuous MTSS problem-solving process to monitor and improve the effectiveness of Tier 2 interventions through:

- Regular progress monitoring using i-Ready, FAST Progress Monitoring, district formative assessments, and intervention program data.
- MTSS/data team meetings to review student response to intervention and make data-based decisions regarding continuation, modification, intensification, or exit from Tier 2 supports.
- Ongoing fidelity checks through classroom and intervention walkthroughs, observations, and instructional coaching.
- Collaborative planning between interventionists, classroom teachers, instructional coaches, and administrators to align intervention instruction with Tier 1 grade-level standards.
- Diagnostic analysis of student skill deficits to ensure interventions target specific areas of need, including phonics, fluency, vocabulary, and comprehension.
- Ongoing professional learning and job-embedded coaching to strengthen evidence-based literacy intervention practices.
- District and school leadership reviews of intervention data to evaluate overall program effectiveness and ensure resources and supports are adjusted based on student outcomes.

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

SDIRC will use an intensive MTSS problem-solving process to monitor and improve the effectiveness of Tier 3 interventions through:

- Frequent progress monitoring using diagnostic assessments, i-Ready, FAST Progress Monitoring, district formative assessments, and intervention program data to evaluate student growth and instructional response.
- Regular MTSS/problem-solving team meetings to analyze individual student data, identify barriers to progress, and make data-based decisions regarding intervention intensity, frequency, duration, and instructional approach.
- Ongoing fidelity monitoring through intervention observations, instructional coaching, and administrator walkthroughs to ensure interventions are delivered consistently and as designed.
- Individualized intervention plans based on diagnostic data that target students' specific literacy skill deficits, including phonological awareness, phonics, fluency, vocabulary, and comprehension, as appropriate.
- Collaboration among interventionists, classroom teachers, administrators, school psychologists, ESE staff, and families to coordinate supports and monitor student progress.
- District and school leadership reviews of Tier 3 implementation and student outcomes to evaluate intervention effectiveness, allocate resources, and ensure continuous improvement through evidence-based practices and professional learning.

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.	

Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Amplify ELA 2 nd Edition Florida Grades 6-8	2020-21
i-Ready Personalized Instruction Reading Grades 6-8	N/A Supplemental Core

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • BOY FAST: Scores Level 2 -and- • BOY i-Ready: Students scoring below grade level.		
Number of times per week interventions are provided: 3-5 days a week Number of minutes per intervention session: 20 minutes per session Number of minutes per week: 60-100 minutes per week Course(s) where interventions take place: M/J Intensive Reading (Grades 6–8)		
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 PowerUp Literacy	<i>Promising; average effect size +0.36</i>	
i-Ready Personalized Instruction Reading	<i>Moderate; average effect size +0.12</i>	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Actual Tactual (Braille Blazer	N/A	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)
<i>We use ELL strategies that are embedded within our Curriculums and interventions to meet the needs of our English Language Learners</i>		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • MOY FAST: Scores Level 1 -and- • MOY i-Ready: Scoring more than 1 year below grade level.		
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: • BOY FAST: Scores Level 1 -and- • BOY i-Ready: Scoring more than 1 year 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 Number of minutes per week: 150 minutes per week Course(s) where interventions take place: M/J Intensive Reading (Grades 6–8)		
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 PowerUp Literacy	<i>Promising; average effect size +0.36</i>	
i-Ready Personalized Instruction Reading	<i>Moderate; average effect size +0.12</i>	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Actual Tactual (Braille Blazer)	N/A	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)
<i>We use ELL strategies that are embedded within our Curriculums and interventions to meet the needs of our English Language Learners</i>		

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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	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ 1x Semester ☐ Other
Lexia Power Up Placement Assessment	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ 1x Semester ☐ Other
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	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ 1x Semester ☐ Annually

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?
				☐ As Needed ☐ Other
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 ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ 1x Semester ☐ Annually ☐ As Needed ☐ Other
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	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ 1x Semester ☐ Annually ☐ As Needed ☐ Other
District Common Formative Assessment (CFA)	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ 1x Semester ☐ Annually ☐ As Needed ☐ Other
Khan Academy (Khanmigo)	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ 1x Semester ☐ Annually ☐ As Needed ☐ Other

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

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.

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

- 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.

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

Tier 2 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.

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

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.	
Core Instruction	
Indicate the core instructional materials 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
Additional performance criteria that prompt 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 $\geq 70\%$ 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: 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	ESSA Evidence Level	Verbiage (as needed)
Achieve3000	<i>Strong; average effect size +0.29</i>	
Lexia PowerUp	<i>Promising; average effect size +0.36</i>	
Savvas Intervention Materials		Savvas myPerspectives Intervention Program does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , Recommendation 1: Provide explicit vocabulary instruction, Strong Evidence ; Recommendation 2: Provide direct and explicit comprehension strategy instruction, Strong Evidence ; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, Moderate Evidence ; Recommendation 4: Increase student motivation and engagement in literacy learning, Moderate Evidence ; and

		Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Strong Evidence. These recommendations are built into the program through explicit academic vocabulary instruction, teacher modeling of comprehension strategies, collaborative text discussions, engaging and relevant literacy tasks, differentiated instructional supports, and targeted intervention lessons designed to meet the needs of struggling readers. The district will support and monitor implementation of this program by conducting regular data chats, progress monitoring reviews, and classroom walkthroughs to ensure the program is implemented with fidelity, including initial and ongoing professional learning, instructional coaching, collaborative planning, and data-driven intervention meetings to review student progress and provide additional support for teachers as needed.
Savvas		Executive Summary: Evidence & Implementation Plan Program: <i>myPerspectives</i> Evidence Statement <i>myPerspectives</i> 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, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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>		
Additional performance criteria that prompt 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, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

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

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

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

Name of Professional Learning	Target Audience	Description
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 FEEP 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 (FEEP) 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.p., F.A.C.](#))

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

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).

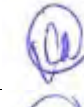
To increase family engagement in literacy and support reading at home, the district implements a variety of literacy partnerships and programs, including state-supported initiatives like the New Worlds Reading Initiative, along with district-level collaborations and outreach efforts. Here's an overview 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.

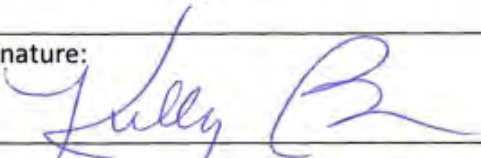
8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

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

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.

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Kelly Baysura Chief Academic Officer, SDIRC	
Signature: 	Date: 7/30/2026