District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Lisette Alves	lalves@dadeschools.net	305-995-4202
Data Element	Omar Riaz	omarriaz@dadeschools.net	305-995-2943
Third Grade Promotion	Omar Riaz	omarriaz@dadeschools.net	305-995-2943
Multi-Tiered System of Supports	Trynegwa Diggs	trykai@dadeschools.net	305-995-1405
Other (Enter Responsibility)			

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(8)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	**$19,373,310**	
Estimated proportional share distributed to district charters **Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*	**$4,429,992**	**93,492.49**
Elementary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Literacy coaches	**$2,881,655**	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	**$1,257,000**	
Summer reading camps	**$3,000,000**	
Secondary Expenses		
Literacy coaches	**$2,881,655**	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	**$1,257,000**	
K-12/PreK 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	**$341,759**	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	**$394,727**	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities	**$40,000**	
Other – Please Describe		
Support Personnel for Tier 2 and Tier 3 Interventions	**$205,860**	
Family Empowerment Scholarship (FES)	**$2,683,662**	**56,636.33**
Sum of Expenditures	**$19,373,310**	

3) Literacy Leadership – District and School

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

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

FAST				
Grade	**Previous School Year – % of Students Scoring**		**Goal for Plan Year – % of Students Scoring**	
	Urgent Intervention <10th percentile	**At & Above Benchmark** 40th percentile & above	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above
VPK	N/A	N/A	N/A	N/A
K	20%	58%	18%	60%
1	26%	54%	24%	56%
2	24%	55%	22%	57%

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	24%	56%	22%	58%
4	25%	54%	23%	56%
5	22%	57%	20%	59%
6	23%	57%	21%	59%
7	24%	55%	22%	57%
8	24%	54%	22%	56%
9	24%	54%	22%	56%
10	22%	56%	20%	58%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	District monitors state and local assessment data such as: FAST, supplemental software, and in-program assessments. This data is analyzed at the district level after each assessment period and shared with stakeholders through Performance Matters and Power Business Intelligence (Power BI).	Schools monitor state and local assessment data such as: FAST, supplemental software, and in-program assessments. The Literacy Leadersh

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	District monitors state and local assessment data such as: FAST, supplemental software, and the NWEA Map Growth Assessment and Read 180 Code Placement Assessment as well as in-program assessments. This data is analyzed at the district level after each assessment period and shared with stakeholders through Performance Matters and Power Business Intelligence (Power BI).	Schools monitor state and local assessment data such as: FAST, supplemental software, and the NWEA Map Growth Assessment and Read 180 Code Placement Assessment as well as in-program assessments. The Literacy Leadership team analyzes data after each assessment period at the school level by grade, teacher, and student. The Department of English Language Arts monitors the implementation of the District's CERP at the district and school level.
Actions for continuous support and improvement	The following actions are implemented for continuous support and improvement: Live and pre-recorded Professional learning, to include Instructional Content Academies (ICADS) for curriculum leaders, Literacy Content Academies (LCA) by content cohorts for teachers; on-site school support by district personnel, virtual on-demand support through Next Level Champion Check-ins, and monthly communication through Schoology via Newsletter. The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to plan for effective professional learning for coaches and teachers. Collaboration with the Bilingual, Exceptional Student Education, and Assessment departments takes place to ensure that the needs of all stakeholders are represented.	The following actions are implemented for continuous support and improvement: Professional Learning to include ICADS, on-site Professional Learning Communities (PLC's), strategic planning sessions, Literacy Coach support, and extended learning services for students.

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	District monitors state and local assessment data such as: FAST, NWEA Map Growth Assessment and Read 180 Code Placement Assessment as well as in-program assessments. This data is analyzed at the district level after each assessment period and shared with stakeholders through Performance Matters and Power Business Intelligence (Power BI).	Schools monitor state and local assessment data such as: FAST, NWEA Map Growth Assessment and Read 180 Code Placement Assessment as well as in-program assessments. The Literacy Leadership team analyzes data after each assessment period at the school level by grade, teacher, and student. The Department of English Language Arts monitors the implementation of the District's CERP at the district and school level.
Actions for continuous support and improvement	The following actions are implemented for continuous support and improvement: Live and pre-recorded Professional Learning, to include ICADS for curriculum leaders, LCA by content cohorts for teachers; on-site school support by district personnel, virtual on-demand support through Next Level Champion Check-ins, and monthly communication through Schoology via Newsletter. The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to plan for effective professional learning for coaches and teachers. Collaboration with the Bilingual, Exceptional Student Education, and Assessment departments takes place to ensure that the needs of all stakeholders are represented.	The following actions are implemented for continuous support and improvement: Professional Learning to include ICADS, on-site Professional Learning Communities (PLC's), strategic planning sessions, Literacy Coach support, and extended learning services for students.

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

Based on the analysis of the K-12 CERP Reflection Tool and root-cause analysis of student performance data, the following indicators will be revised to improve literacy outcomes:

- Literacy coaches are provided with the time, preparation, and continuous support needed to properly fulfill their role.
- Standards-aligned reading, writing, speaking, and listening instruction is systematically integrated throughout the day in all subject areas.

- All students have access to a rigorous, evidence-based curriculum for reading and writing, and teachers use curriculum with fidelity as evident through site-based monitoring data.
- Tier 3 interventions are provided one-on-one or in very small groups and are provided only by reading endorsed or certified teachers. Tier 2 and Tier 3 students in grades 6-12 are placed in an intensive reading course with a "strong" Every Student Succeeds Act (ESSA) rated evidenced-based curriculum.
- School-based administrators are provided regular professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment.
- Principals provide training to help teachers integrate phonological 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.

The following areas have been identified as top priority to develop:

1. Develop a tiered professional learning plan of support for teachers, instructional coaches, and administrators for the 2024-2025 school year that prioritizes the instruction of foundational skills in grades VPK-Grade 3 using evidence-based methodologies and strategies to close the achievement gap.
2. Continue providing teachers with in-depth professional learning and job-embedded training on the Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) through the use of our core instructional materials to provide teachers with instructional tools to help remediate and accelerate all students to their full academic potential.
3. Continue to strengthen foundational skills in grades VPK-Grade 3 through the use of evidence-based methodologies and strategies to close the achievement gap.
4. Continue to strengthen knowledge of all school-site administrators with a focus on the application of the Science of Reading.
5. Continue to ensure all students have access to a rigorous, evidence-based curriculum for reading and writing, and teachers use curriculum with fidelity as evident through site-based monitoring data.
6. Continue providing monthly professional learning and targeted job-embedded support to Instructional Coaches utilizing the Just Read, Florida Coaching Model in collaboration with the Jim Knight Framework for Coaching.

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

The principal monitors the implementation of the school-level reading plan very diligently through the use of the Framework of Effective Instruction (FEI) along with the data obtained from the core and intervention progress monitoring assessments. All administrators have access to teacher and student reading data gathered from formative and diagnostic assessments via the district's internal data platforms. Observational data gathered by school site administrators during core and intervention instruction is shared with the teacher within a day of the walkthrough. Data drives the conversation and instructional decisions are made in collaboration with the school site, region, and district to assist the school to meet the needs of the students.

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.

Progress monitoring data is obtained using Performance Matters and Power Business Intelligence (Power BI) and analyzed on an ongoing basis by school-site administrators to inform instruction and support student need. Action/support plans are created with the teacher based on the areas observed to provide further guidance and support to strengthen instructional delivery to improve student outcomes.

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

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

1. Is the district using the Just Read, Florida! literacy coach model?
Yes/No

Yes, in conjunction with the Jim Knight Framework of Coaching.

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

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

The Just Read, Florida! Coaching model in conjunction with the Jim Knight Framework of Coaching is communicated to principals via professional learning. After professional learning is delivered to principals, the coaching model is reinforced through:

- Scaled Leadership Professional Learning
- Principal Instructional Rounds
- ELA Monthly Newsletters
- Mid-Year Leadership Conference
- Mid-Year Reflection Meeting
- End of Year Reflection Meeting
- Synergy Summer Professional Learning Conference
- Leader2Leader

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

Miami-Dade County Public Schools implements a multi-tier support plan for coaching to ensure they can effectively fulfill their roles. Coaching is a strategic, systematic approach to improving student learning by focusing on core instructional concepts. It is centered on planning, enacting, reflecting on, and refining teaching experiences based on the evidence of student learning. Literacy Coaches play a central role in supporting ongoing professional learning at the school level by helping teachers become reflective about teaching and learning –both during individual and group coaching sessions as well as during school-based meetings.

The district supports literacy coaches using a variety of strategies:

1. Literacy coaches receive in-depth professional learning per year utilizing the Just Read, Florida! coaching model in conjunction with the Jim Knight Framework of Coaching.
2. In addition to the coaching model, coaches receive training on the application of the Florida's B.E.S.T. Standards utilizing the district's core program.
3. Coaches receive data analysis support by assisting in utilizing progress monitoring data to drive instruction and conducting classroom walkthroughs with a focus on effective instruction.
4. Coaches participate in networking opportunities through regular coaches' meetings.
5. Coaches have access to a wide range of instructional resources to support their work with teachers.

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?**

The scope of work for the literacy coaches includes a wide variety of professional learning opportunities. Coaches receive professional learning several times during each school year to foster a deep understanding of district's internal data platform with a focus on ensuring equity and access for all students. Sessions include guidance on data collection, data analysis, and conducting data chats with teachers. This assists coaches with supporting teachers during their planning to target the needs of their students. A personalized action plan is created with the school based on data and observations. The action plan includes professional learning, job-embedded support, and literacy coach support.

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

The district monitors the implementation of the coaching model via a district created coaching log that aligns to the Just, Read, Florida! coaching model in conjunction with the Jim Knight Framework of Coaching (observe, co-teach, confer, study research, and reflect on practice) is uploaded on a weekly basis to their Shared Folder in One Drive, where all stakeholders have access. Coaching logs are monitored on a bi-weekly basis by the school's administrative team and used for building capacity and/or debriefing by district staff at the professional learning sessions.

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 still(s) and receive corrective feedback; occurs in addition to core instruction.
    - **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading

interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in s. 1003.485, F.S., or are certified or endorsed in reading.

1. **Describe how the district will align K-12 reading instruction to Florida's Formula for Reading Success for all students including students with a disability and students who are English language learners.**

The district ensures that its reading curriculum and instructional practices align with Florida's English Language Arts (ELA) standards, including the specific standards outlined in the Formula for Reading Success. This alignment ensures that all students, regardless of their background or learning needs, have access to high-quality reading instruction. The district offers ongoing professional learning opportunities for teachers to enhance their knowledge and skills in evidence-based reading instruction, including strategies for supporting students with disabilities and ELLs. This may include training on effective instructional practices, assessment techniques, and strategies for differentiating instruction. M-DCPS will align K-12 reading instruction with Florida's Formula for Success through the district's assessment/decision trees. This document also includes a direct link to the English Language Learners (ELL) and Student with Disabilities (SWD) decision trees for appropriate placement. The in-program progress monitoring tools will be used to monitor the effectiveness of the Florida's Formula for Success. The district will further support and monitor the implementation of Florida's Formula for Success by reviewing master schedules, analyzing progress monitoring data for each tier of instruction, utilize a walkthrough form for accurate monitoring, and provide professional learning and support as needed.

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

The coordinated screening and progress monitoring program is the statewide, standardized program known as Florida's Assessment of Student Thinking (FAST) using Star Early Literacy and is implemented in all VPK programs to assess student achievement of the performance standards. Standards and benchmarks reflect the knowledge and skills that a child on a developmental progression should know and be able to do. The Florida Early Learning and Developmental Standards – Birth to Kindergarten (2017) address eight early learning and developmental domains reflecting a child's expected age-appropriate progress—physical development, approaches to learning, social and emotional development, language and literacy, mathematical thinking, scientific inquiry, social studies, and creative expression through the arts.

There are two M-DCPS VPK curriculum resources: Scholastic Big Day for Pre-K in Title I and fee-based programs and HighScope in Inclusion and Head Start classrooms. Head Start classrooms also utilize SEEDS of Learning as a supplemental curriculum, with a focus on literacy. Student progress in Head Start is measured via COR Advantage, which provides standards-based data to assist teachers in guiding instruction and differentiation.

Instruction in VPK classrooms in M-DCPS focuses on quality interactions that support children's language, cognitive development, and social/emotional skills. Well managed classrooms, which provide organization and structure for young learners, as well as a warm, welcoming environment, provide the best setting in which children can thrive. Teachers connect concepts, integrate previous knowledge and real-world applications, and encourage children's creativity by posing questions that prompt decision-making, planning, problem solving and brainstorming to develop higher level thinking skills. VPK students are supported in the classroom by a certified teacher and a paraprofessional, who provide daily instruction and emotional support and anticipate and meet each child's needs, both academically and emotionally. The Department of Early Childhood Programs (DECP) has provided Classroom Assessment Scoring System (CLASS) training for teachers and paras, as well as tiered support from Curriculum Support Specialist (CSS) staff.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

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

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ 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
FAST Star Reading	☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ 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
FAST ELA Reading	☐ VPK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ 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
i-Ready	☐ VPK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year (3rd Grade) ☐ Annually ☐ As Needed ☒ Other (2 x Year for Grades K-2;4-5)

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

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

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

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

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
    - For kindergarten, the student scores below the tenth (10^{th}) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.;
    - For grades 1 and 2, the student scores below the tenth (10^{th}) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
    - For grade 3, the student scores below the twentieth (20^{th}) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.
- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

2a. Describe the district's process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

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 reading interventions. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided district support as needed. Early identification and placement of students requiring reading intervention for each upcoming school year is encouraged. Adjustments are made once the new school year data is obtained.

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

The district identifies students with a substantial deficiency in reading for grades 4-5 if they have been retained, scored two or more grade levels below on the i-Ready Diagnostic, or score an ELA Level 1 or 2 scale score on the FAST ELA Reading Assessment. The district creates an Assessment/Curriculum Decision Tree with the criteria that administrators utilize to identify and place students in Tier 2/Tier 3 reading intervention. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided support as needed. Early identification and placement of students requiring reading intervention for each upcoming school year is encouraged. Adjustments are made once the new school year data is obtained.

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

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

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

Miami-Dade County Public Schools employs a comprehensive and robust framework that guides school teams with the proper identification of students who display a substantial reading deficiency while also outlining progress monitoring and intervention as appropriate. Students who demonstrate characteristics of dyslexia are captured within the subset of students identified as having a substantial reading deficiency.

Multiple assessment data points specific to a student's grade level have been established to identify students with significant reading deficiencies or characteristics of dyslexia. These data points may be collected from the FAST assessment, the i-Ready Diagnostic Assessment, or the Star Early Literacy/Star Reading Assessment. Additionally, students may be identified as needing intervention if they show, through progress monitoring, formative assessments, or teacher observation data, minimal skill levels in one or more reading competency areas: phonological awareness, phonics, vocabulary (including oral language skills), fluency, and comprehension. The i-Ready Literacy Tasks serve as an extra "Dyslexia Screener" for at-risk students. After analyzing the Dyslexia Screener results, students are automatically enrolled in the Reading Horizons intervention program. This program, based on the Science of Reading and Orton-Gillingham methodologies, provides a structured literacy approach as an evidence-based resource. An MTSS (Multi-Tiered System of Supports) team, which may include dyslexia specialists ("Dyslexperts"), collaborates to review data from all instructional tiers, regularly assessing the effectiveness of interventions and providing academic support to all students.

Parents are notified through a specific Tier 3 intervention parent letter, outlining the characteristics of dyslexia resulting from a phonological component deficit. This letter informs them of their child's enrollment in Tier 3 reading intervention, which includes an additional 210 minutes of weekly reading support tailored to the student's needs. Their child's i-Ready Diagnostic Report for Families report is sent with the letter, along with resources such as the district's "Read-At-Home" plan.

For students exhibiting characteristics of dyslexia who are not responding to intervention, the MTSS team gathers for a SST/Tier 3 meeting in which interventions and data are discussed and reviewed with a team that includes the School Psychologist. If it is deemed appropriate, consent is obtained from the parent or guardian for testing to rule out eligibility for special education services via the Individualized Education Plan. In other instances, upon review of student data, the team may explore whether a Section 504 Plan is appropriate.

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

Students whose data indicates that they have a substantial reading deficiency, identified as "Tier 2 or 3", which includes students who may display characteristics synonymous with dyslexia, are provided with additional progress monitoring assessments via the intervention curriculum "Reading Horizons". Assessments via Reading Horizons are administered on an on-going basis, consistently throughout the school year as delineated in the reading intervention progress monitoring calendar.
This subset of students also participates in the i-Ready Growth Monitoring assessments between Diagnostic assessments, with the i-Ready Diagnostic assessment administered three times per academic year.

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Beginning of year data
IF student meets the following criteria at the beginning of the school year: Students show proficiency in reading as evidenced on the FAST assessment.
THEN TIER 1 Only
Core Instruction **Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.** McGraw Hill Wonders is the core curriculum used for grades K-5 for a total of 90-minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. McGraw-Hill Reading Wonders exhibits Tier III promising evidence based on Every Student Success Act (ESSA) guidelines.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The performance criteria is a score of on-grade level on the McGraw-Hill Wonders Progress Monitoring Assessments.
Explain how the effectiveness of Tier 1 instruction is monitored. The effectiveness of Tier 1 instruction is being monitored via formal/informal classroom walkthroughs, formative assessment data, and student work folders.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? 1. Conduct weekly meetings to plan for effective Tier 1 instruction. 2. Analyze student data from the weekly/bi-weekly formative assessments. Identify areas of opportunity to reteach/remediate/or enrich. 3. Plan for small group differentiated activities that work on data driven skills to meet student needs. 4. If the data reveals that most of the class did not master the skills taught, the teacher provides reteaching opportunities in whole group and/or small group.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: The performance criteria that prompts the addition of Tier 2 intervention is consistently scoring below 70% on the McGraw Hill Wonders assessments or scoring below grade level on any i-Ready Diagnostic Assessment.
Beginning of year data
IF student meets the following criteria at the beginning of the school year: Student scores Level 2 on the FAST PM3 assessment or scores one grade level below on any i-Ready Diagnostic Assessments.

THEN TIER 1 Instruction and TIER 2 Interventions

Intensive, Individualized Instruction/Interventions
Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Reading Horizons Discovery® for grades K-3 meets the ESSA Tier 4 promising levels of evidence.
Reading Horizons Discovery - Evidence for ESSA
Reading Horizons Elevate for grades 4-5 is pending an ESSA rating of strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: IES K-3 Foundational Skills Practice Guide.

Recommendation 1: Academic Language
Academic Language instruction and practice are embedded throughout RH Discovery. While developing the necessary phonemic awareness and decoding and encoding skills necessary for fluent word reading, students are introduced to new vocabulary. In the daily process of dictation, teachers use words in context sentences and provide definitions when needed. Students are encouraged to create sentences with these words during the daily Eraser Game. Transfer Cards and their corresponding activities can also be used for this purpose and to deepen academic language skills. Decodable Little Books provide numerous opportunities for developing academic language. Challenge words are highlighted in each book, and teachers use before, during, and after Reading activities to develop inferential and narrative language skills. These activities occur in the context of other reading activities and allow for multiple practice opportunities in a variety of contexts.

Recommendation 2: Phonemic Awareness
The Reading Horizons Discovery® Sound City curriculum was created to support students in the development of phonemic awareness. This curriculum is aligned with the most up-to-date research regarding phonemic awareness instruction and connects with the RH Discovery phonics lessons. Explicit instruction in phoneme articulation, as well as daily instruction and routines in phoneme blending, segmenting, and manipulation will ensure students develop the phonemic proficiency necessary for fluent word reading.

Recommendation 3: Decoding
Through RH Discovery, students receive explicit, systematic instruction in phonics and Most Common Words, beginning with the alphabetic principle and progressing through the encoding and decoding of multisyllabic words. Each lesson builds on the previous, giving students continual, intrinsic, positive reinforcement from the constant practice of previously learned skills. Students practice skills in various contexts and apply these skills to decodable texts.
Reading Horizons uses a unique marking system that helps students examine, scrutinize, and memorize the internal structure of words. Predictable, consistent, daily practice strengthens the visual memory and creates the ability to recognize repeated word patterns and other pertinent visual cues.

Recommendation 4: Connected Text
RH Discovery develops accurate and fluent reading in students through building automaticity in word reading and providing students opportunities for smooth and accurate reading at the word, phrase, sentence, paragraph, and story levels. Transferring to connected text is an integral part of each lesson.

These recommendations were built into the program by employing a unique marking system which directs student attention to the structure and patterns of English. The marking system taught in the Reading Horizons program provides visual cues to aid student memory and improve pronunciation. All skills in the Reading Horizons program are introduced through a multisensory technique called dictation. The dictation

process is interactive and based on the Orton-Gillingham approach. The Reading Horizons Elevate program provides non-fiction reading passages for every reading level allowing students the opportunity to apply foundational reading skills to a text.

The district will support and monitor implementation of this program through on-going coaching support with the Reading Horizons program and with progress monitoring assessments which will be conducted on a weekly/bi-weekly basis. Face-to-Face and virtual professional learning opportunities will be available to teachers throughout the school year. Additionally, teachers have access to the Reading Horizons self-paced training online modules that cover a range of topics.

ESSA Rating for Reading Horizonshttps://readinghorizons.com/reading-method/reading-research/essa-documentation

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
These sub-groups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. Additionally, ELL students (ESOL levels 1-2, including newcomers) with less than 2 years in the English for Speakers of Other Languages (ESOL) program receive additional Tier 1 targeted small-group instruction with specifically designed strategies and resources that support the acquisition of the English language across the four domains (listening, speaking, reading, writing). The recommended resources are student-centered focusing on the strengths and needs of ELLs and are aligned to the WIDA English Language Development standards.

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

The program provides several multi-sensory strategies embedded within the Daily Core 4 framework.

Number of times per week interventions are provided: Five times per week.

Number of minutes per intervention session: 30 minutes per session.

Explain how the effectiveness of Tier 2 interventions are monitored.
Tier 2 interventions are monitored through in-program assessments including online skill checks and chapter tests for K-3 and online quizzes and chapter tests for grades 4-5.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
Teachers will receive professional learning training and on-going coaching support to ensure that Reading Horizons is being implemented with fidelity. Progress monitoring assessments will be conducted weekly/bi-weekly to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will be supported and coached to ensure fidelity with instruction and curriculum. Teachers are encouraged to view the Reading Horizons training online modules based on teacher need.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Demonstrates negative response to intervention through achieving less than 80% on the Reading Horizons in-program intervention assessments.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
Student scores a Level 1 on FAST PM3 Assessment or scores two grade levels below on any i-Ready Diagnostic Assessment.

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions
Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Reading Horizons Discovery® for grades K-3 meets the ESSA Tier 4 promising levels of evidence.
Reading Horizons Discovery - Evidence for ESSA
Reading Horizons Elevate for grades 4-5 is pending an ESSA rating of strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: IES K-3 Foundational Skills Practice Guide.

Recommendation 1: Academic Language
Academic Language instruction and practice are embedded throughout RH Discovery. While developing the necessary phonemic awareness and decoding and encoding skills necessary for fluent word reading, students are introduced to new vocabulary. In the daily process of dictation, teachers use words in context sentences and provide definitions when needed. Students are encouraged to create sentences with these words during the daily Eraser Game. Transfer Cards and their corresponding activities can also be used for this purpose and to deepen academic language skills. Decodable Little Books provide numerous opportunities for developing academic language. Challenge words are highlighted in each book, and teachers use before, during, and after Reading activities to develop inferential and narrative language skills. These activities occur in the context of other reading activities and allow for multiple practice opportunities in a variety of contexts.

Recommendation 2: Phonemic Awareness
The Reading Horizons Discovery® Sound City curriculum was created to support students in the development of phonemic awareness. This curriculum is aligned with the most up-to-date research regarding phonemic awareness instruction and connects with the RH Discovery phonics lessons. Explicit instruction in phoneme articulation, as well as daily instruction and routines in phoneme blending, segmenting, and manipulation will ensure students develop the phonemic proficiency necessary for fluent word reading.

Recommendation 3: Decoding
Through RH Discovery, students receive explicit, systematic instruction in phonics and Most Common Words, beginning with the alphabetic principle and progressing through the encoding and decoding of multisyllabic words. Each lesson builds on the previous, giving students continual, intrinsic, positive reinforcement from the constant practice of previously learned skills. Students practice skills in various contexts and apply these skills to decodable texts.
Reading Horizons uses a unique marking system that helps students examine, scrutinize, and memorize the internal structure of words. Predictable, consistent, daily practice strengthens the visual memory and creates the ability to recognize repeated word patterns and other pertinent visual cues.

Recommendation 4: Connected Text
RH Discovery develops accurate and fluent reading in students through building automaticity in word reading and providing students opportunities for smooth and accurate reading at the word, phrase, sentence, paragraph, and story levels. Transferring to connected text is an integral part of each lesson.

These recommendations were built into the program by employing a unique marking system which directs student attention to the structure and patterns of English. The marking system taught in the Reading Horizons program provides visual cues to aid student memory and improve pronunciation. All skills in the Reading Horizons program are introduced through a multisensory technique called dictation. The dictation process is interactive and based on the Orton-Gillingham approach. The Reading Horizons Elevate program provides non-fiction reading passages for every reading level allowing students the opportunity to apply foundational reading skills to a text.

The district will support and monitor implementation of this program through on-going coaching support with the Reading Horizons program and with progress monitoring assessments which will be conducted on a weekly/bi-weekly basis. Face-to-Face and virtual professional learning opportunities will be available to teachers throughout the school year. Additionally, teachers have access to the Reading Horizons self-paced training online modules that cover a range of topics.

ESSA Rating for Reading Horizonshttps://readinghorizons.com/reading-method/reading-research/essa-documentation

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
These sub-groups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. Additionally, ELL students (ESOL levels 1-2, including newcomers) with less than 2 years in the English for Speakers of Other Languages (ESOL) program receive additional Tier 1 targeted small-group instruction with specifically designed strategies and resources that support the acquisition of the English language across the four domains (listening, speaking, reading, writing). The recommended resources are student-centered focusing on the strengths and needs of ELLs and are aligned to the WIDA English Language Development standards.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.
The program is based in Orton-Gillingham and provides several multi-sensory strategies embedded within the Daily Core 4 framework.

Number of times per week interventions are provided: 60 minutes total per week to include either twice a week for 30 minutes or three times a week for 20 minutes. This time is in addition to what students are already receiving in Tier 2 intervention for (150 minutes) to equal a total of 210 minutes weekly of Tier 2 and Tier 3 intervention.

Number of minutes per intervention session: 20-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.
Tier 3 interventions are monitored through in-program assessments including online skill checks and chapter tests for K-3 and online quizzes and chapter tests for grades 4-5.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
The district implements the Multi-Tiered System of Supports (MTSS) process to problem-solve on a case-by-case basis analyzing student data and needs. Tier 3 intervention is improved through monitoring data and fidelity to the program and providing support as needed.

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

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

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

4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S. Include a description of the evidence-based instructional materials that will be utilized as defined in 20 U.S.C. s. 7801(21)(A)(i).

The district will provide five weeks of instruction to grade 3 students who scored a level 1 on the FAST PM3. The district has created an Instructional Framework to assist teachers with bell-to-bell instruction, composed of a full day of reading instruction using Exploring Reading and Building Vocabulary from Teacher-Created Materials. Both programs employ the Gradual Release of Responsibility Model to teach reading strategies and skills explicitly and systematically. Additionally, structured phonics and word study lessons are integral parts of the instructional framework to strengthen students' decoding skills, increase automaticity, and improve fluency. Each phonics and word study lesson includes instruction and application activities to help students break large words into syllables and meaningful chunks. Lastly, the programs used include differentiation options for additional support and/or enrichment for both whole-group and small-group instruction. In addition, students will be provided with dedicated time for explicit and systematic phonics instruction using an evidence-based program from Teacher-Created Materials. Students will be given time to apply the phonics skills by writing sentences and reading decodable readers.

Students in the Grade 3 Summer Reading Camp will also use Amira under the SoRT grant. Amira Learning delivers effective, evidence-based reading tutoring. It provides real-time progress reports, assesses oral reading fluency, and recommends challenging stories. Amira listens to students read aloud, intervenes when needed, and generates diagnostic reports for teachers and parents. It has an ESSA rating of "strong."

Lastly, students in the Grade 3 Summer Reading Camp will receive personalized phonics-based i-Ready lessons. These curated lessons will be used daily for small group differentiated instruction at the Technology Center.

All teachers providing instruction for the Grade 3 Summer Reading Camp are required to be reading endorsed or reading certified and highly effective as evidenced by the district's teacher rating system (IPEGS).

Exploring Reading and Building Vocabulary exhibit Tier III promising evidence based on ESSA guidelines.

Exploring Reading

EXR-WhitePaper.pdf (teachercreatedmaterials.com)

Building Vocabulary

https://www.teachercreatedmaterials.com/estore/files/research/Building-Vocabulary-Research-and-Evidence-Base_02_2021.pdf

Amira
https://evidenceforessa.org/program/amira/

i-Ready
https://evidenceforessa.org/program/i-ready-personalized-instruction-reading/

4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?
Yes/No

No

Grades 6-8

5. Grades 6-8 Assessments
Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ 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
NWEA Map Growth Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ 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
Read 180 Code Placement Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 All FAST PM3 Level 1 and 2 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
i-Ready	☐ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☒ Phonological Awareness	☒ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other (2 x Year)
Read 180 Digital/Fluency Tests	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ 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
Read 180 Code Oral Reading Fluency Assessment (ORF)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ 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

6. Describe the district's process for identifying grades 6-8 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 are provided support as needed. Accurate identification and placement of students requiring an intensive reading course for each upcoming school year is encouraged. A dashboard for reading placement is created in Power BI to assist schools with placement. Adjustments are made once the new school year data is obtained.

Grades 6-8 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: Students show proficiency in reading as evidenced on the FAST assessment.
THEN TIER 1 Only
Core Instruction **Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.** Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Savvas *myPerspectives* is the core curriculum used for grades 6-12 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.

ESSA Rating for *myPerspectives* by Savvas

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 Test which are standard-aligned cold reads.

Explain how the effectiveness of Tier 1 instruction is monitored.
- District staff will monitor program implementation fidelity during school site support visits.
- District staff will collect information from literacy leaders during ICADs and 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 folders.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum:
- District staff will meet quarterly with curriculum vendors to debrief on program effectiveness.
- English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction.
- Supplemental tools are utilized to support the content in the core curriculum.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
- Scoring at a Level 1 or Level 2 on the FAST PM3.
- i-Ready performance declines to low end yellow zone or red zone.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
Students that score at level 1 – 2 on the FAST PM3.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.
HHM *Read 180* is the Tier 2 intervention program for grades 6-12 and it includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. HMH *Read 180* exhibits Tier I strong evidence based on ESSA guidelines.

ESSA Rating for *Read 180* by HMH

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
These subgroups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. The intervention program works at the students instructional and independent levels. The curriculum is personalized to meet the individual needs of all students especially our ELL and SWD subgroups.

Number of times per week interventions are provided: The students receive intervention based on their school's bell schedule. If the school is on a block schedule, they will meet two or three times a week for 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.

Number of minutes per intervention session: The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.

Explain how the effectiveness of Tier 2 interventions are monitored.

Tier 2 interventions are monitored through the NWEA Map Growth Assessment as well as the Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness.

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

Teachers will receive professional learning training and on-going coaching support to ensure that *Read 180* is being implemented with fidelity. Progress monitoring assessments will be conducted at the end of every nine weeks to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.

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

- Student scores at FAST PM3 ELA Level 1 or Level 2 at the end of the year.
- i-Ready performance declines to low yellow zone or red zone.
- Specific criteria on the NWEA Map Growth Assessment and Read 180 Code Placement Assessment.

Beginning of year data

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

All students that score at Level 1 – Level 2 on the FAST PM3 who need remediation with foundational reading skills.

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

HHM *System 44 (Code)* is the Tier 3 intervention program for grades 6-12 and it includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. HMH *System 44 (Code)* exhibits Tier I strong evidence based on ESSA guidelines.

ESSA Rating for *System 44 (Code)* by HMH

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

These subgroups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. The intervention program works at the students instructional and independent levels. The curriculum is personalized to meet the individual needs of all students especially our ELL and SWD subgroups.

Number of times per week interventions are provided:

The students receive intervention based on their school's bell schedule. If the school is on a block schedule, they will meet two or three times a week for 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.

Number of minutes per intervention session:

The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.

Explain how the effectiveness of Tier 3 interventions are monitored.

Tier 3 interventions are monitored through the NWEA Map Growth Assessment and Read 180 Code Placement Assessment as well as the Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
Teachers will receive professional learning training and on-going coaching support to ensure that *System 44 (Code)* is being implemented with fidelity. Progress monitoring assessments will be conducted at the end of every nine weeks to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.

Grades 9-12

7. Grades 9-12 Assessments
Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ 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
NWEA Map Growth Assessment	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ 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
Read 180 Code Placement Assessment	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ 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
Read 180 Digital/Fluency Tests	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		☐ Vocabulary ☐ Comprehension		☐ Annually ☐ As Needed ☐ Other
Read 180 Code Oral Reading Fluency (ORF)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ 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

8. **Describe the district's process 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. A dashboard for reading placement created in Power BI to assist schools with placement. Adjustments are made once the new school year data is obtained.

Grades 9-12 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: Students show proficiency in reading as evidenced on the FAST assessment.
THEN TIER 1 Only
Core Instruction **Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.** Savvas *myPerspectives* is the core curriculum used for grades 6-12 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. ESSA Rating for *myPerspectives* by Savvas
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 Test which are standard-aligned cold reads.
Explain how the effectiveness of Tier 1 instruction is monitored. • District staff will monitor program implementation fidelity during school site support visits.

• District staff will collect information from literacy leaders during ICADs and 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 folders.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?
The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum:
• District staff will meet quarterly with curriculum vendors to debrief on program effectiveness.
• English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction.
• Supplemental tools are utilized to support the content in the core curriculum.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Scored at a Level 1 or Level 2 on the FAST PM3.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
All students that score at Level 1 – Level 2 on the FAST PM3.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.
HHM *Read 180* is the Tier 2 intervention program for grades 6-12 and it includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. HMH *Read 180* exhibits Tier I strong evidence based on ESSA guidelines.

ESSA Rating for *Read 180* by HMH

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
These subgroups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. The intervention program works at the students instructional and independent levels. The curriculum is personalized to meet the individual needs of all students especially our ELL and SWD subgroups.

Number of times per week interventions are provided:
The students receive intervention based on their school's bell schedule. If the school is on a block schedule, they will meet two or three times a week for 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.

Number of minutes per intervention session:
The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.

Explain how the effectiveness of Tier 2 interventions are monitored.
Tier 2 interventions are monitored through the NWEA Map Growth Assessment as well as the Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
Teachers will receive professional learning training and on-going coaching support to ensure that *Read 180* is being implemented with fidelity. Progress monitoring assessments will be conducted at the end of every nine

weeks to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.

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

- Student scores at FAST PM3 ELA Level 1 or Level 2 at the end of the year.
- Specific criteria on the NWEA Map Growth Assessment and Read 180 Code Placement Assessment.

Beginning of year data

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

All students that scored at Level 1 – Level 2 on the FAST PM3 who need remediation with foundational reading skills.

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

HHM *System 44 (Code)* is the Tier 3 intervention program for grades 6-12 and it includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. HMH *System 44* (Code) exhibits Tier I strong evidence based on ESSA guidelines.

ESSA Rating for *System 44 (Code)* by HMH

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

These subgroups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. The intervention program works at the students instructional and independent levels. The curriculum is personalized to meet the individual needs of all students especially our ELL and SWD subgroups.

Number of times per week interventions are provided:

The students receive intervention based on their school's bell schedule. If the school is on a block schedule, they will meet two or three times a week for 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.

Number of minutes per intervention session:

The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.

Explain how the effectiveness of Tier 3 interventions are monitored.

Tier 3 interventions are monitored through the NWEA Map Growth Assessment and Read 180 Code Placement Assessment as well as the Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness.

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

Teachers will receive professional learning training and on-going coaching support to ensure that, *System 44 (Code)* is being implemented with fidelity. Progress monitoring assessments will be conducted at the end of every nine weeks to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.

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

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

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

Explicit, systematic, and sequential instruction aligned to the District's 2023-2024 State-approved Reading Matrix is covered for all reading components: Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension in the following courses:

- Reading Competency 1 - Foundations of Reading Instruction
- Reading Competency 2 – Applications of Research-based Instructional Practices
- Reading Competency 3 – Foundations of Assessment
- Reading Competency 4 – Foundations and Applications of Differentiated Instruction
- Reading Competency 5 – Demonstration of Accomplishment

Professional learning opportunities in these competencies are provided through the collaboration between the district, collegiate partners, and Just Read! Florida via Reading Endorsement Pathways: UF Flamingo Literacy Matrix and Literacy Micro-credentials, FSU/FCRR Reading Foundations, the Science of Reading, and Evidence-Based Instructional Practices Strategies. These professional learning opportunities ensure that instruction through multisensory activities and recommended strategies under the Science of Reading construct is embedded in all reading professional learning courses for all learners including struggling readers and those with dyslexia. Additionally, teaching Reading to Students with Dyslexia through Multisensory Strategies is offered to all teachers virtually and through online platforms.

The 2024-2025 school year will feature a tiered professional learning plan designed to support teachers, instructional coaches, and administrators, with a primary focus on foundational skills instruction for grades K-3. This initiative aims to close the achievement gap through evidence-based methodologies and strategies.

The Division of Academics, Department of Elementary English Language Arts, has developed a resource titled “Strengthening Foundational Reading Skills.” This resource is intended to enhance foundational skill instruction for teachers in grades K-3, addressing all skills on the phonological awareness and phonics continuums. It adheres to a structured literacy approach, ensuring alignment with the Science of Reading, and is tailored to Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.). Utilizing our core instructional materials, it provides teachers with the necessary tools to remediate and accelerate students to their full academic potential.

The Division of Academics, Department of Secondary English Language Arts, has developed a resource titled "Benchmark Breakdown Cards." The purpose of the Benchmark Breakdown Cards is to maximize instruction and student outcomes. The Benchmark Breakdown Cards identifies desired results by emphasizing the following:

- Defines Mastery: What do students need to know and able to do?
- Identifies the prerequisite skills, targeted skills, and academic vocabulary needed to master the benchmark.
- Differentiates learning experiences for diverse learners.
- Develops deeper understanding about standards as a part of a continuous improvement culture.

Throughout the 2024-2025 school year, professional learning in grades K-12 will be delivered through various channels to ensure consistency in language, instruction, and implementation of evidence-based methodologies and strategies:

1. Monthly ICADS for Teachers: Regular instructional planning and instructional sessions.
2. Monthly Coaches' Meetings for Literacy Coaches: Focused sessions to equip literacy coaches with the latest evidence-based instructional strategies.
3. Literacy Content Academy Cohorts: Supportive teacher cohorts that incorporate the most innovative and relevant evidence-based instructional strategies that improve instructional practices and student outcomes.
4. Scaled Leadership Meetings with Principals: Leadership sessions to maintain a unified approach across all schools.

This comprehensive plan aims to ensure that all students receive high-quality instruction that meets their needs and promotes academic excellence.

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

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

Schools utilize different funding sources, such as Title I, Title III, and Title IV, to support various tutoring programs aimed at specific grade levels, providing extended learning opportunities to students before-school, after-school, and Saturday using district curated resources.

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

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Utilizing the district's Assessment/Curriculum Decision Tree, schools that identify students as having a substantial deficiency in reading notify parents through a Parent Letter sent home. This letter describes the deficiency and the support that will be provided to the student. Along with this letter, parents receive the district's K-3 Read-at-Home plan with strategies and resources to guide parents on how to help their child at home. Then, parents are provided with their child's i-Ready Diagnostic Student Report Summary that contains a description and explanation of the student's strengths and weaknesses.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): Jose L. Dotres	
Signature:	Date: 6/25/2024