District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Michelle Dehghani - FSA IL	mdehghani@flvs.net	786-382-3345
	Patti Hunt - Literacy Manager	phunt@flvs.net	239-826-7564
Data Element	Beth Gagne - Operations Admin.	egagne@flvs.net	941-322-2259
ESOL	Rose Velez – ESOL Manager	rvelez@flvs.net	304-972-6569
Assessment	Maria Campagnano	mcampagnano@flvs.net	407-338-3948
Multi-Tiered System of Supports	Michelle Dehghani	mdehghani@flvs.net	786-382-3345
Accountability	Eric Holland	eholland@flvs.net	386-259-0027

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 (where applicable)
Elementary Expenses		
Literacy coaches	**N/A**	
Intervention teachers	**234,841.53**	**2**
Third grade summer reading camps	**N/A**	
Summer reading camps	**N/A**	
Secondary Expenses		
Literacy coaches	**N/A**	
Intervention teachers	**469,683.08**	**4**
PreK-Grade 12 Expenses		
Scientifically researched and evidence-based supplemental instructional materials	**19,845.00**	
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**6,500.00**	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Assessment	**37,175.00**	
Intervention Support Supplements	**21,902.40**	
Estimated Sum of Expenditures	**789,947.01**	**6**

3) Literacy Leadership – District and School

A. **Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)**
Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

Florida Scholars Academy (FSA) will utilize STAR Renaissance to implement pre and post data diagnostics for students to initiate a catered learning plan for their diverse needs. Through STAR Renaissance assessments in reading, FSA instructors will be able to utilize research-based progress monitoring tools to help identify and prioritize student needs, drive instruction, set attainable goals, and continuously track progress throughout the year. STAR Renaissance diagnostic assessments in reading will be administered to each student upon enrolling in Florida Scholars Academy and data attained will be essential in measuring and generating a specified educational plan for student achievement. Due to the transient nature of the student population, many students are not enrolled in the program during the FAST administration periods.

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

STAR Reading				
Grade	Previous School Year – % of Students Scoring Urgent Intervention	Goal for Plan Year – % of Students Scoring Urgent Intervention	Previous School Year – % of Students Scoring At/Above Benchmark	Goal for Plan Year – % of Students Scoring At/Above Benchmark
4	N/A	0%	N/A	50%
5	100%	50%	0%	25%
6	75%	50%	17%	25%
7	62%	50%	18%	25%
8	61%	50%	13%	25%
9	67%	50%	10%	25%
10	72%	50%	10%	25%

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 4-5	District Level	School Level
Data that will be collected and frequency of review	• FAST ELA Reading • Star Reading	• FAST ELA Reading • Star Reading • Course & Program Data • Achieve Level Set • Classroom Data
Actions for continuous support and improvement	The district data will be monitored by the district assessment team. Data meetings between the district and school leaders will happen throughout the year to identify successes, needs, and areas of improvement.	Through the Literacy Leadership Team, problem-solving meetings, and school-based leadership team meetings, schools will review and make instructional changes as needed.
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	• FAST ELA Reading • Star Reading	• FAST ELA Reading • Star Reading • Course & Program Data • Achieve Level Set • Classroom Data
Actions for continuous support and improvement	The district data will be monitored by the district assessment team. Data meetings between the district and school leaders will happen throughout the year to identify successes, needs, and areas of improvement.	Through the Literacy Leadership Team, problem-solving meetings, and school-based leadership team meetings, schools will review and make instructional changes as needed.
Grades 9-12	**District Level**	**School Level**

Data that will be collected and frequency of review	• FAST ELA Reading • Star Reading	• FAST ELA Reading • Star Reading • Course & Program Data • Achieve Level Set • Classroom Data
Actions for continuous support and improvement	The district data will be monitored by the district assessment team. Data meetings between the district and school leaders will happen throughout the year to identify successes, needs, and areas of improvement.	Through the Literacy Leadership Team, problem-solving meetings, and school-based leadership team meetings, schools will review and make instructional changes as needed.

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

Florida Scholars Academy will begin providing Tier 3 interventions in the 25-26 school year and provide specific literacy professional development to teachers to assist with providing Tier 3 interventions.

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

Monthly walkthrough conversations occur between supervising Instructional Leaders and teachers to discuss the implementation of student support, data analysis, and areas of need. Instructional Leaders are on each campus within their region on a regular basis to conduct in person walkthroughs. Reading plan implementation will be monitored through continued conversations with stakeholders, including LLT, the school administration teams, and teachers.

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 Florida Scholars Academy's administration team will monitor FAST ELA Reading PM data and Star assessment data throughout the year, share data with teachers, and adjust instructional focus as needed. Teachers monitor mastery of assessments, exams, and Discussion Based Assessments. If mastery is not being observed, students may be referred to the Problem-Solving Team. The administration will analyze teacher observation data for indicators focused on literacy strategy implementation.

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?

N/A

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

N/A

5. How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

N/A

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

N/A

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

N/A

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of Federal Regulations 200.2(b)(2)(ii).
  - **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
  - **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted 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 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?

Florida's juvenile justice system will continue to pursue comprehensive system improvement and deploy proven practices that solidify our place as the leading system in the nation. One of the Four Cornerstones to Service Excellence is "Accelerate Academic Achievement and Post-secondary Success for Florida's Youth. Florida Scholars Academy is supporting Florida DJJ's strategic plan, by providing a wide variety of educational delivery models to all students including ELL students and students with disabilities so that they can accelerate and/or remediate their ELA instruction needs through evidence-based high-quality literacy instruction. This occurs though both in person and online instruction. Students with disabilities and ELL students receive appropriate accommodations based on their individual plans.

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

N/A

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

N/A

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

N/A

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

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

The Decision Trees must contain the following information:

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

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

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

Grades 4-5

1. **Grades 4-5 Assessments**

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

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

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

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

2. **Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)**
   Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

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

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

   - The student 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
  - o For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.;
  - o For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
  - o For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

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

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

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

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

As students are enrolled in FSA and placed in classes and support for the following year, Tier 2 placement is considered using the data available (test history, diagnostic scores, or previous report cards/transcripts) to identify students' level of support. If it is determined that's a student needs Tier 2 support (outlined in the Decision Tree below), then they are provided with additional small groups, targeted direct instruction, and supplemental instruction using Achieve3000. For Tier 2 students, many data points are utilized, including but not limited to FAST PM1, STAR Diagnostic and growth monitoring data points, along with fidelity within the Tier 2 supports (participation in Tier 2 progress monitoring and attendance of live sessions) to determine if the addition of Tier 3 support is needed. FAST Reading and course assessment data will be used throughout the year to guide placement decisions. Additionally, consideration for Tier 3 ELA placement includes prior-year placement with intervention support. Utilizing multiple data points is critical in determining the right support.

3. Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)
Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

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

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

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

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

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

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

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

Tier 2 effectiveness is monitored by reviewing additional data points, including Tier 2 progress monitoring. Administrators conduct monthly meetings with intervention teachers who are providing Tier 2 support in which all assessment data may be reviewed. Tier 2 teachers collaboratively work with ESE teachers, the MTSS Instructional Coordinator, the Literacy and ESOL Instructional Coordinator who help to interpret data and make instructional decisions. Tier 2 teachers review the weekly progress reports. These are utilized to identify areas of need within the curriculum based on student performance data.

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

Tier 3 data chats are conducted within each school for each phase to analyze student data and develop an action plan. If students are not making progress, the problem-solving team will determine the need for instructional changes.

Grades 4-5 Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

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

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

Renaissance Star Reading: At/Above 40 - Benchmark
Reading Unified Benchmarks and Cut Scores-40%
4th Grade
Fall - 983
Winter - 995
Spring - 1006
5th Grade
Fall - 1022
Winter - 1031
Spring - 1041

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
- Module Exams with a 70% or higher
- Discussion-Based Assessments (70% or above)
- Star At/Above Benchmark
- FAST ELA Reading PM - Levels 3 or above

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

1. Teachers review classroom performance and curriculum assessments. Teachers and admin. meet to review and adjust plans based on data and B.E.S.T. ELA standards.

2. Teachers review Star data to determine the performance level on the B.E.S.T. ELA standards.

3. Based on data, teachers revise classroom instruction and differentiate as needed. Teachers may use WIDA Can Do Descriptors and use appropriate accommodations based on students' ESOL levels. Teachers will use I Do, We Do, You Do as a gradual release strategy to scaffold learning. Teachers may incorporate the use of scaffolds such as visuals and building background knowledge/extending to broaden learning. There is support as needed from ESOL Coordinators.

4. Teachers revisit data after interventions are implemented. Teachers adjust Tier 1 instructional teaching practices weekly based on informal assessments and teacher observation.

5. A referral to the Problem-Solving Team may be initiated for possible Tier 2 placement if Tier 1 instruction data shows a student needs additional support.

7. The school-based Literacy Leadership Team works together to review data and plan for instructional needs

Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
FLVS 4-5 ELA Curriculum	**2024**

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

4th - 5th Grade: After Tier 1 strategies have been implemented and the student is not meeting grade-level expectations, the student may be referred to the problem-solving team for further review. Students identified as below grade level (Level 1 or 2) on FAST ELA Reading PM assessment and/or Star (2 grade levels or more below) may be referred for the addition of Tier 2 interventions. Remediation is supported by classroom teachers through live instruction and/or asynchronous resources.

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

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

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

Renaissance Star Reading: Below 25 - Intervention

Reading Unified Benchmarks and Cut Scores-25%
4th Grade
Fall - 955
Winter - 967
Spring - 978
5th Grade
Fall - 994
Winter - 1003
Spring - 1013

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

Number of minutes per intervention session: Minimum of 20 minutes

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-Elementary (KidBiz3000)	Promising	

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

Students with Disabilities

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

English Language Learners

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

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
N/A - *The Florida Scholars Academy specifies eligibility criteria as youth ages 10-21 who are placed in residential commitment programs.*

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Students who are demonstrating less than 25% growth in the area of comprehension after 4-6 weeks may be referred to the problem-solving team to be considered for the addition of Tier 3 interventions.

The student will be referred to the RtI team for review to determine if Tier 3 interventions are appropriate if ANY of the following conditions apply and the student has attended more than 50% of their scheduled intervention sessions and they complete at least 50% of the required progress monitoring assessments:

- Progress Monitoring Data:
  - Consistently below 60% mastery through Tier 2 interventions.
- Fluency Screening and Monitoring Data:
  - Below the 50th percentile rank for correct words per minute, according to ORF norms listed in the B.E.S.T. ELA guide using Dibels
- Lack of Progress Over Time:
  - Progress monitoring data does not show increased scores, including the Achieve3000 Level Set and/or FAST ELA Reading scores.

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.)

If a student has scored a Level 1 on the previous year's FAST Progress Monitoring assessment and/or has scored at the Urgent Intervention level on the Star assessment, then the student will take the Achieve3000 Level Set assessment to determine if Tier 3 is the appropriate placement.

Students scoring "BR" for Beginning Reader will be placed immediately into Tier 3.

Renaissance Star Reading: Below 10 - Urgent Intervention
Reading Unified Benchmarks and Cut Scores-10%
4th Grade
Fall - 914
Winter - 926
Spring - 938
5th Grade
Fall - 950
Winter - 961
Spring - 972

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

Number of minutes per intervention session: Minimum of 30 minutes

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve3000 – Elementary (KidBiz3000)	Promising	

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

Students with Disabilities

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

English Language Learners

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

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
N/A - *The Florida Scholars Academy specifies eligibility criteria as youth ages 10-21 who are placed in residential commitment programs.*

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
The intervention team meets at least twice a month to discuss student progress. The team also collaborates to discuss effective instructional strategies related to Tier 3 instruction. The intervention team has one-on-one monthly meetings with the administrator of intervention to discuss student data, lessons, and/or

parent communication. Parents receive a monthly Tier 3 reading update, including the Read at Home plan. The team works closely with the Tier 1 and Tier 2 instructors to discuss student progress and to support lesson/student goals. The problem-solving team may include, but is not limited to Tier 1 teacher, an intervention teacher, a school psychologist, an RtI specialist, a speech pathologist, an instructional coordinator, an administrator(s), an ESOL Coordinator, and/or an ESE manager. The team discusses students' needs/ progress and the next steps during these meetings.

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:
N/A – The Florida Scholars Academy specifies eligibility criteria as youth ages 10-21 who are placed in residential commitment programs.
Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>:
Alternative Assessment Used:
Additional Information (optional):

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

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

8. **Grades 6-8 Assessments**

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

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

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

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

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

As students are enrolled in FSA and placed in classes and support for the following year, Tier 2 (T2) placement is considered using the data available (test history, diagnostic scores, or previous report cards/transcripts) to identify students' level of support. If it is determined that's a student needs T2 support (outlined in the Decision Tree below), then they are provided with additional small groups, targeted direct instruction, and supplemental instruction using Achieve3000. For Tier 2 students, many data points are utilized, including but not limited to FAST PM1, STAR Diagnostic and growth monitoring data points, along with fidelity within the Tier 2 supports (participation in Tier 2 progress monitoring and attendance of live sessions) to determine if the addition of Tier 3 support is needed. FAST Reading and course assessment data will be used throughout the year to guide placement decisions. Additionally, consideration for Tier 3 ELA placement includes prior-year placement with intervention support. Utilizing multiple data points is critical in determining the right support.

10. **Explain how the effectiveness of Tier 1 instruction is monitored.**

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

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

Tier 2 effectiveness is monitored by reviewing additional data points, including Tier 2 progress monitoring. Administrators conduct monthly meetings with intervention teachers who are providing Tier 2 support in which all assessment data may be reviewed. Tier 2 teachers collaboratively work with ESE teachers, the MTSS Instructional Coordinator, the Literacy and ESOL Instructional Coordinator who help to interpret data and make instructional decisions. Tier 2 teachers review the weekly progress reports. These are utilized to identify areas of need within the curriculum based on student performance data.

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

Tier 3 data chats are conducted within each school for each phase to analyze student data and develop an action plan. If students are not making progress, the problem-solving team will determine the need for instructional changes.

Grades 6-8 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data

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

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

Renaissance Star Reading: At/Above 40 - Benchmark
Reading Unified Benchmarks and Cut Scores-40%
6th Grade
Fall - 1053
Winter - 1062
Spring - 1071
7th Grade
Fall - 1075
Winter - 1082
Spring - 1089
8th Grade
Fall - 1098
Winter - 1105
Spring - 1111

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Module Exams - 70% or above
Discussion Based Assessment - 70% or above
Star At/Above Benchmark
FAST ELA Reading PM - Level 3 or above

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

1. Teachers review classroom performance and curriculum assessments. Teachers and admin. meet to review and adjust plans based on data and B.E.S.T. ELA standards.

2. Teachers review Star data to determine the performance level on the B.E.S.T. ELA standards.

3. Based on data, teachers revise classroom instruction and differentiate as needed. Teachers may use WIDA Can Do Descriptors and use appropriate accommodations based on students' ESOL levels. Teachers will use I Do, We Do, You Do as a gradual release strategy to scaffold learning. Teachers may incorporate the use of scaffolds such as visuals and building background knowledge/extending to broaden learning. There is support as needed from ESOL Coordinators.

4. Teachers revisit data after interventions are implemented. Teachers adjust Tier 1 instructional teaching practices weekly based on informal assessments and teacher observation.

5. A referral to the problem-solving team may be initiated for possible Tier 2 placement if Tier 1 instruction data shows a student needs additional support.

7. The school-based Literacy Leadership Team works together to review data and plan for instructional needs.

Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
FLVS ELA 6-8 Curriculum	**2024**
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: After Tier 1 strategies have been implemented and the student is not meeting grade-level expectations, the student may be referred to the problem-solving team for further review. Students identified as below grade level on FAST ELA Reading PM assessment and/or Star may be referred for Tier 2 interventions. Remediation is supported by classroom teachers through live instruction and/or asynchronous resources.	

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

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

Renaissance Star Reading: Below 25 - Intervention
Reading Unified Benchmarks and Cut Scores-25%
6th Grade
Fall - 1027
Winter - 1035
Spring - 1043
7th Grade
Fall - 1047
Winter - 1054
Spring - 1060
8th Grade
Fall - 1068
Winter - 1075
Spring - 1081

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

Number of minutes per intervention session: Minimum of 20 minutes

Course(s) where interventions take place: M/J Language Arts 1, 2, 3

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000 – Secondary (TeenBiz3000)	Strong	

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

Students with Disabilities

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

English Language Learners

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

- The student will be referred to the RtI team for review to determine if Tier 3 interventions are appropriate if any of the following conditions apply and the students has attended more than 50% of their scheduled Tier 2 class time sessions and have completed at least 50% of the required lessons progress monitoring assessments

- Progress Monitoring Data:
  - Consistently below 60% mastery through Tier 2 interventions.
- Fluency Screening and Monitoring Data:
  - Below the 50th percentile rank for correct words per minute, according to ORF norms listed in the B.E.S.T. ELA guide using Dibels
- Lack of Progress Over Time:
  - Progress monitoring data does not show increased scores, including the Achieve3000 Level Set and/or FAST ELA Reading scores.

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.)

If a student has scored a Level 1 on the previous year's FAST Progress Monitoring assessment OR has scored at the Urgent Intervention level on the Star assessment, then the student will take the LevelSet assessment in Achieve3000 to determine if Tier 3 is the appropriate placement.

Students scoring "BR" for Beginning Reader will be placed immediately into Tier 3.

Renaissance Star Reading: Below 10 - Urgent Intervention
Reading Unified Benchmarks and Cut Scores-10**%**
6th Grade
Fall - 984
Winter - 992
Spring - 1001
7th Grade
Fall - 1004
Winter - 1010
Spring - 1016
8th Grade
Fall - 1024
Winter - 1031
Spring - 1037

Number of times per week interventions are provided: Minimum of 2X per week

Number of minutes per intervention session: Minimum of 30 minutes

Course(s) where interventions take place: M/J Language Arts 1, 2, 3

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000 – Secondary (TeenBiz3000)	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
N/A		
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
N/A		

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

School administration, coordinators, and teachers analyze student performance data, including but not limited to Star, Achieve Level Set, FAST ELA Reading PM, curriculum exams, DBAs, and Tier 3 intervention session data. Additionally, classroom walkthroughs and observations by the administrator who oversees MTSS occur at least monthly to assess effectiveness. If the data or walkthroughs are not producing the desired results, further problem-solving will occur. This may include, but is not limited to, changing small groups for students, adjusting the goals, or changing interventions. Additionally, the student may be referred to the problem-solving team to possibly review for additional support, such as an IEP.

Grades 9-12

13. **Grades 9-12 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Star Reading	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Empower3000 Level Set	☐ Grade 9	☐ Oral Language	☒ Screening ☒ Progress	☐ Weekly

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

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

As students are enrolled in FSA and placed in classes and support for the following year, Tier 2 (T2) placement is considered using the data available (test history, diagnostic scores, or previous report cards/transcripts) to identify students' level of support. If it is determined that's a student needs T2 support (outlined in the Decision Tree below), then they are provided with additional small groups, targeted direct instruction, and supplemental instruction using Achieve3000. For Tier 2 students, many data points are utilized, including but not limited to FAST PM1, STAR Diagnostic and growth monitoring data points, along with fidelity within the Tier 2 supports (participation in Tier 2 progress monitoring and attendance of live sessions) to determine if the addition of Tier 3 support is needed. FAST Reading and course assessment

data will be used throughout the year to guide placement decisions. Additionally, consideration for Tier 3 ELA placement includes prior-year placement with intervention support. Utilizing multiple data points is critical in determining the right support.

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

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

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

Tier 2 effectiveness is monitored by reviewing additional data points, including Tier 2 progress monitoring. Administrators conduct monthly meetings with intervention teachers, providing Tier 2 support in which all assessment data may be reviewed. Tier 2 teachers collaboratively work with ESE teachers, the MTSS Instructional Coordinator, the Literacy and ESOL Instructional Coordinator who help to interpret data and make instructional decisions. Tier 2 teachers review the weekly progress reports. These are utilized to identify areas of need within the curriculum based on student performance data. Student data from course assignments, Module/Segment exams, FAST ELA Reading, and Tier 2 Progress Monitoring are reviewed regularly in collaboration with teachers, administrators, and instructional coordinators. Data chats occur regularly with site facilitators and instructors.

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

Tier 3 data chats are conducted within each school for each phase to analyze student data and develop an action plan. If students are not making progress, the problem-solving team will determine the need for instructional changes.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data

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

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

Renaissance Star Reading: At/Above 40 - Benchmark
Reading Unified Benchmarks and Cut Scores-40%
9th Grade
Fall - 1117
Winter - 1121
Spring - 1126
10th Grade
Fall - 1127
Winter - 1130
Spring - 1132
11th Grade
Fall - 1133
Winter - 1136
Spring - 1139

12th Grade
Fall - 1146
Winter - 1147
Spring – 1148

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Module Exams - 70% or above
Discussion-Based Assessments - 70% or above
Star At/Above Benchmark
FAST ELA Reading PM - Levels 3 or above

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

1. Teachers review classroom performance and curriculum assessments. Teachers and admin. meet to review and adjust plans based on data and BEST standards.

2. Teachers review Star data to determine the performance level on the B.E.S.T. ELA standards.

3. Based on data, teachers revise classroom instruction and differentiate as needed. Teachers may use WIDA Can Do Descriptors and use appropriate accommodations based on students' ESOL levels. Teachers will use I Do, We Do, You Do as a gradual release strategy to scaffold learning. Teachers may incorporate the use of scaffolds such as visuals and building background knowledge/extending to broaden learning. There is support as needed from ESOL Coordinators.

4. Teachers revisit data after interventions are implemented. Teachers adjust Tier 1 instructional teaching practices weekly based on informal assessments and teacher observation.

5. A referral to the Problem-Solving Team may be initiated for possible Tier 2 placement if Tier 1 instruction data shows a student needs additional support.

7. The school-based Literacy Leadership Team works together to review data and plan for instructional needs

Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
FLVS ELA 9-12 ELA Curriculum	**2024**

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

If a student is consistently performing below 60% in the ELA coursework and Discussion Based Assessments, the student may then be referred to the reading intervention team to be screened for Tier 2 ELA support. Screening may include a review of FAST ELA Reading scores, Achieve 3000 scores, Oral Reading Fluency (ORF) assessment, or Language Screening, as appropriate.

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

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

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

Renaissance Star Reading: Below 25 - Intervention
Reading Unified Benchmarks and Cut Scores-25%
9th Grade
Fall - 1088
Winter - 1093
Spring - 1098
10th Grade
Fall - 1099
Winter - 1102
Spring - 1104
11th Grade
Fall - 1104
Winter - 1107
Spring - 1110
12th Grade
Fall - 1115
Winter - 1116
Spring – 1118

Number of times per week interventions are provided: Minimum of 2X per week

Number of minutes per intervention session: Minimum of 20 minutes

Course(s) where interventions take place: English 1; English 2; English 3; English 4

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve3000 – Secondary (Empower3000)	Strong	

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

Students with Disabilities

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

English Language Learners

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

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
The student will be referred to the RtI team for review to determine if Tier 3 interventions are appropriate if ANY of the following conditions apply and the student attended more than 50% of their scheduled Tier 2 class time sessions and completed at least 50% of the required lessons progress monitoring assessments:

- Progress Monitoring Data:
  - Consistently below 60% mastery through Tier 2 interventions.
- Fluency Screening and Monitoring Data:
  - Below the 50th percentile rank for correct words per minute, according to ORF norms listed in the B.E.S.T. ELA guide using Dibels.
- Lack of Progress Over Time:
  - Progress monitoring data does not show increased scores, including the Achieve3000 Level Set and/or FAST ELA Reading scores.

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.)

If a student has scored a Level 1 on the previous year's FAST Progress Monitoring assessment and/or has scored at the Urgent Intervention level on the Star assessment, then the student will take the LevelSet assessment in Achieve3000 to determine if Tier 3 is the appropriate placement.

Students scoring "BR" for Beginning Reader will be placed immediately into Tier 3.

Renaissance Star Reading: Below 10 - Urgent Intervention
Reading Unified Benchmarks and Cut Scores-10%
9th Grade
Fall - 1041
Winter - 1051
Spring - 1057
10th Grade
Fall - 1059
Winter - 1059
Spring - 1060
11th Grade
Fall - 1059
Winter - 1063
Spring - 1066
12th Grade
Fall - 1066
Winter - 1070
Spring - 1073

Number of times per week interventions are provided: Minimum of 2X per week

Number of minutes per intervention session: Minimum of 30 minutes

Course(s) where interventions take place: English 1; English 2; English 3; English 4

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 – Secondary (Empower3000)	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
N/A		
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
N/A		

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

School administration, coordinators, and teachers analyze student performance data, including but not limited to Star, Achieve Level Set, FAST ELA Reading PM, curriculum exams, DBAs, and Tier 3 intervention session data. Additionally, classroom walkthroughs and observations by the administrator who oversees MTSS occur at least monthly to assess effectiveness. If the data or walkthroughs are not producing the desired results, further problem-solving will occur. This may include, but is not limited to, changing small groups for students, adjusting the goals, or changing interventions. Additionally, the student may be referred to the problem-solving team to possibly review for additional support, such as an IEP.

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

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

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

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

Name of Professional Learning	Target Audience	Description
Science of Reading Pathway	Certified Instructional Personnel	The science of reading is a vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing. This research has been conducted over the last five decades worldwide and is derived from thousands of studies conducted in multiple languages. Each month, the Literacy Specialists take a deep dive into the science of reading practices you can use to increase your students' literacy skills.
Evidence-based Practices District Literacy Training Pathway	Certified Instructional Personnel	Evidence-based literacy practices delve into the latest research-supported strategies for effective literacy instruction. Join the FLVS Literacy Specialists as we explore evidence-based literacy practices that foster student literacy development in all content areas. Each month focuses on a different literacy component (vocabulary, comprehension, or writing) and features specific, evidence-based recommendations.
Unlocking Literacy: Dyslexia Simulations and Strategies Series	Certified Instructional Personnel	Discover effective strategies to support students with dyslexia in overcoming writing challenges. These sessions will explore the complexities of dyslexia, provide practical tools, and build educators' confidence in helping these students succeed.
Grades K-2, 3-5, 6-12 BEST Standards Overview Trainings - Recordings	Certified Instructional Personnel	Join the State Regional Literacy Directors as they share overviews of Florida's BEST ELA standards.
Utilizing Wide Reading to Support Standards-based Instruction	Certified Instructional Personnel	During these sessions, the literacy team will share how you can utilize the B.E.S.T. Book List, Civic Literacy Reading List, Commissioner's Book List, and the New Worlds Reading Book List in your classroom instruction to support students' reading achievement.

The EE Equation: Every Educator + Effective Literacy = Enhanced Learning	Certified Instructional Personnel	This session is designed to equip all educators, regardless of content area or elective specialty, with the skills to integrate literacy practices into their existing curriculum, fostering deeper comprehension and critical thinking across all subjects. Leave with actionable tools and resources to cultivate a literacy-rich learning environment for every student.
FCRR Reading Endorsement Pathways	Certified Instructional Personnel	Competencies 1-5 of the Reading Endorsement
Professional Learning Communities	Certified Instructional Personnel	Teachers meet monthly with their PLC groups. PLC topics are determined by the school or the teacher's needs.
UF Literacy Matrix/Microcredential	Certified Instructional Personnel	We assist teachers in obtaining either their Microcredential or their Reading Endorsement through the UF Literacy Matrix.

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

N/A as FSA does not serve Pre-K students

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

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

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

Mentor teachers are identified by the Instructional Leaders based on several data points, recommendation, student data, and interest. The district literacy teams work together to collect recordings of live lessons and/or FLVS literacy coach demonstrations to facilitate reflective discussions on effective classroom practices. A bank of recorded demonstration classroom lessons is being built to utilize for future coaching and mentoring sessions.

Professional Learning Time
Describe how time is provided for teachers to meet weekly for professional learning.
Teachers and paraprofessionals meet weekly on Thursdays with their area assigned Instructional Coordinators to review professional development topics and best practices.

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

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

Name of Tutoring Program	Target Audience	Description
N/A		

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

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

To support literacy development, a Reading Deficiency Notification will be shared with families or guardians of students who are currently reading below grade level. As appropriate, students will receive Tier 2 or Tier 3 instructional support, which includes regular updates on progress and communication with families or guardians during monthly team meetings.

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

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

Additionally, the New Worlds Reading Initiative offers eligible students in grades K–5 the opportunity to receive free books and reading guides monthly. Information on how to enroll in this program will be provided to families/guardians as part of the student's transition planning when they prepare to exit the facility.

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

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

Initials	Assurance
	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 deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of [s. 1008.25(4)(c), F.S.](#), to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with [Rule 6A-6.053(6)(c), F.A.C.](#)
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#) All other intensive reading interventions are delivered by instructional personnel who are

	certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
d.	Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
e.	All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
f.	Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
g.	Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
h.	Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
i.	The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date:

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

9) Highly Effective Teachers

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

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

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

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

Initials	Assurance
Alce	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.
Ace	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.
Ace	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.
AKC	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
AKl	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
AKC	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.
AKl	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
AKC	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
Ace	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): Adrienne Campbell - Deputy Secretary	
Signature:	Date: 7/24/25

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

9) Highly Effective Teachers