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	Julie Helton	julie.helton@ocps.net	(407) 317-3200 x2005062
Data Element	Alysia Leonard	alysia.leonard@ocps.net	(407) 317-3200 x2002280
Third Grade Promotion	Karla Owens	karla.owens@ocps.net	(407) 317-3200 x2002386
Multi-Tiered System of Supports	Kinisha Rice	kinisha.rice@ocps.net	(407) 317-3200 x2002725
Elementary ELA	Nicollette Allen	nicollette.allen@ocps.net	(407) 317-3200 x2002543
Secondary ELA	Sara Venezia	sara.venezia@ocps.net	(407) 317-3200 x2002649
Access Points	Katie Boyd	mary.boyd@ocps.net	(407) 317-3200 x2033507

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	**$1,828,229**	**20.35**
Summer reading camps	**$513,586**	
Secondary Expenses		
Literacy coaches	**$2,030,817**	**22.61**
PreK-Grade 12 Expenses		
Professional learning to help PreK-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	**$200,000**	
Scientifically researched and evidence-based supplemental instructional materials	**$1,573,362.55**	
Tutoring programs to accelerate literacy learning	**$800,000**	
Other – Please Describe (Add additional rows as needed.)		
Special Duty Supplements for Extra Hour Schools (Non-Teacher of Record)	**$173,565**	
Literacy specialists	**$389,672**	**3.50**
Estimated Sum of Expenditures	**$7,509,231.55**	

3) Literacy Leadership – District and School

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	2%	1%	89%	90%

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

The district's FAST PM3 assessment yielded an average unified scale score of 756. A breakdown of reading levels indicates the following distribution: 19% Early Emergent Readers, 45% Late Emergent Readers, 14% Early Transitional Readers, 9% Late Transitional Readers, and 14% Probable Readers.

The Early Childhood department is dedicated to fostering student advancement. To this end, data meetings will be conducted with VPK staff, with a specific focus on:

- Analyzing PM3 assessment results to pinpoint student strengths and areas requiring improvement Utilizing this data to refine daily lesson planning
- Creating differentiated small group instruction to address the diverse learning needs evident in the VPK FAST assessment results

Furthermore, the department will provide continuous professional learning, coaching, and support for educators new to the VPK FAST Assessment, ensuring both accurate administration and effective utilization of data.

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

FAST				
Grade	Previous School Year – % of Students Scoring Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
K	20	19	57	58
1	26	25	60	61
2	27	26	53	54
3	22	21	59	60
4	22	21	59	60
5	21	20	58	59
6	21	20	59	60
7	25	24	55	56
8	24	23	53	54
9	23	22	55	56
10	20	19	57	58

B. **Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)**
   Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	Principal leaders, in conjunction with Research Measurement & Strategy and the Curriculum & Instruction/Chief Academic Office, will analyze classroom	Schools will analyze, in conjunction with their Literacy Leadership Team, classroom walkthrough data, FAST progress monitoring assessments, district-based

	walkthrough data, FAST progress monitoring assessments, district-based assessments, reading intervention program data, and Multi-Tiered System of Supports data (MTSS). Data are reviewed quarterly, at a minimum.	assessments, reading intervention program data, and Multi-Tiered System of Supports data (MTSS). In addition, classroom teachers will utilize data to plan for instruction that best meets the needs of their students. Data are reviewed quarterly, at a minimum.
Actions for continuous support and improvement	Reading Achievement Initiative for Scholastic Excellence (RAISE), the School Transformation Office (STO), and Corrective Programs (CP) schools will receive additional support from Just Read, Florida!, resource teachers, senior administrators, and program specialists to help identify areas in need of improvement via school improvement data and district developed walkthrough tools. Plans will be developed to help address these areas of need, and action steps will be determined by the support personnel and school-based team to include content area coaches and administrators.	Content of the K-12 Reading Plan will be shared at literacy coach meetings; literacy leads and coaches will be responsible for supporting their schools as they implement the plan. Plan implementation will be monitored through the School Improvement Plan (SIP) process, and professional learning will be provided for administrators related to K-12 ELA and reading instruction.
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	Principal leaders, in conjunction with Research Measurement & Strategy and the Curriculum & Instruction/Chief Academic Office, will analyze classroom walkthrough data, FAST progress monitoring assessments, district-based assessments, reading intervention program data, and Multi-Tiered System of Supports data (MTSS). Data are reviewed quarterly, at a minimum.	Schools will analyze, in conjunction with their Literacy Leadership Team, classroom walkthrough data, FAST progress monitoring assessments, district-based assessments, reading intervention program data, and Multi-Tiered System of Supports data (MTSS). In addition, classroom teachers will utilize data to plan for instruction that best meets the needs of their students. Data are reviewed quarterly, at a minimum.
Actions for continuous support and improvement	Reading Achievement Initiative for Scholastic Excellence (RAISE), the School	Content of the K-12 Reading Plan will be shared at literacy coach meetings; literacy leads and coaches will be responsible

	Transformation Office (STO), and Corrective Programs (CP) schools will receive additional support from Just Read, Florida!, resource teachers, senior administrators, and program specialists to help address these areas of need, and action steps will be determined by the support personnel and school-based team to include content area coaches and administrators.	for supporting their schools as they implement the plan. Plan implementation will be monitored through the school improvement plan process, and professional learning will be provided for administrators.
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	Principal leaders, in conjunction with Research Measurement & Strategy and the Curriculum & Instruction/Chief Academic Office, will analyze classroom walkthrough data, FAST progress monitoring assessments, district-based assessments, reading intervention program data, and Multi-Tiered System of Supports data (MTSS). Data are reviewed quarterly, at a minimum.	Schools will analyze, in conjunction with their Literacy Leadership Team, classroom walkthrough data, FAST progress monitoring assessments, district-based assessments, reading intervention program data, and Multi-Tiered System of Supports data (MTSS). In addition, classroom teachers will utilize data to plan for instruction that best meets the needs of their students. Data are reviewed quarterly, at a minimum.
Actions for continuous support and improvement	Reading Achievement Initiative for Scholastic Excellence (RAISE), the School Transformation Office (STO), and Corrective Programs (CP) schools will receive additional support from Just Read, Florida!, resource teachers, senior administrators, and program specialists to help identify areas in need of improvement via school improvement data and district developed walkthrough tools. Plans will be developed to help address these areas of need, and action steps will be determined by the support personnel and school-based team to include content area coaches and administrators.	Literacy coach/leads meetings will share the content of the K12 reading plan; literacy leads and coaches will be responsible for supporting their schools as they implement the plan. Plan implementation will be monitored through the school improvement plan process and professional learning will be provided for administrators related to K-12 ELA and reading instruction.

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 District CERP Reflection Tool and a root-cause analysis of student performance data, several key revisions have been made to the CERP to enhance literacy outcomes. These include:

- Refining instructional practices through stakeholder feedback, professional learning, and classroom walkthrough data
- Using student assessment data to inform decision-making at all levels (classroom, school, and district), ensuring targeted support
- Integrating appropriate English Language Learner (ELL) supports into the core ELA curriculum
- Providing modifications to the curriculum to better serve students on Access Points (completed by the Exceptional Student Education (ESE) department)
- Strengthening literacy coaching through strategic coach assignments, hiring support for administrators, coach certification, extensive professional learning focused on high-impact activities, and fostering coach-principal collaboration
- Implementing data-informed cycles of professional learning to continually improve reading achievement
- Continuing collaboration with State Regional Literacy Directors (SRLDs) to bolster support for RAISE schools and ensure consistent instructional support through prioritized communication

These revisions collectively aim to provide a comprehensive and adaptive approach to literacy improvement throughout the district.

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

RAISE, STO, and CP schools will be provided with enhanced support from State Regional Literacy Directors (SRLDs), resource teachers, program specialists, and senior administrators. This support aims to identify areas needing improvement and establish a consistent schedule of classroom walkthroughs, conducted at least biweekly. To develop school-based plans that address these areas and align with the School Improvement Plan (SIP) process, data from walkthroughs, progress monitoring activities, district assessments, and the Multi-Tiered System of Supports (MTSS) will be analyzed. Principals, support personnel, and the school-based leadership team will then determine specific action steps and define associated responsibilities.

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.**

Principals monitor the implementation of the reading plan through several key processes. First, each division ensures data collection aligns with the appropriate grade levels (elementary, middle, and high schools) using consistent methods and timelines. Principals are responsible for collecting data from various sources, including, but not limited to:
- State-wide assessments
- District Standards-Based Unit Assessments (SBUA)
- Reading intervention program data
- MTSS (Multi-Tiered System of Supports) data
- Walkthrough trend data

Principals utilize this data to inform their support for literacy coaches and teachers during the planning process. They review evidence of implementation using the classroom trend walkthrough tool, ensuring alignment with student needs and daily lesson comprehension. Based on this data analysis, the Chief

Academic Office and other central office departments provide additional support in identified areas of need.

Furthermore, in response to the CERP Reflection Tool, OCPS will continue the Instructional Leadership Institute (ILI), which focuses on K-12 literacy instruction and is in its third year. All district administrators attend a summer meeting, and ongoing sessions emphasize instructional leadership, including early literacy. The goal is to enhance evidence-based practices to improve literacy skills district-wide. Executive leaders oversee their assigned grade-level band, and principal leaders supervise principals at a reduced ratio of schools, further enhancing instructional leadership support.

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?**

   The district will utilize a multi-faceted approach to communicate its literacy coaching model. This includes sharing information through Deputy Superintendent Newsletters, principal meetings, literacy lead meetings, ELA coach meetings, specialized training from the central office, and the Instructional Leadership Institute.

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

   All coaches for the district have the opportunity to complete training through the Foundations of Coaching Series (FCS) and The UF Lastinger Center K-12 Coaching Academy, formerly the Advanced Coaching Academy (ACA), and Curriculum and Digital Learning (CDL) department trainings, to support current and aspiring coaches in learning how to lead teacher teams and coach individual teachers. Our district also offers extended coaching training, grounded in the Science of Reading, through ongoing professional learning supported by the Chief Academic Office. This sustained series of support further defines the role of the coach, the coaching cycle, and applicable situational practice. Content-specific coach and instructional leader meetings are held multiple times per year for ELA and reading across elementary and secondary schools. During these meetings, focus is placed on the role of the literacy coach and supporting teachers with literacy instruction. Teachers and administrators are provided with professional learning opportunities through district partners focused on the Science of Reading and structured literacy. In addition, OCPS provides reading endorsement cohorts free of charge through two state-approved programs.

   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 district supports literacy coaches in prioritizing high-impact activities through several structured approaches. First, monitoring by school and division leadership teams, along with district-level monitoring of coaching time and tasks by principal leaders, ensures accountability for these key activities. The OCPS Professional Learning Community (PLC) Model Training dedicates specific time for coaches to focus on data analysis with teachers, collaborative action planning, and establishing individual student goals. This

dedicated training emphasizes these high-impact practices. Additionally, the district provides ongoing professional learning focused on high-impact areas, as well as continuous training and follow-up coaching to support school-based coaches in implementing learned practices effectively in their daily work. Finally, by providing opportunities for select staff to participate in PLC training, the district ensures a shared understanding of PLCs and reinforces the importance of data-driven, collaborative practices, which are essential for effective coaching.

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

The district monitors the implementation of the literacy coach model through a multi-tiered approach. First, the determination of coaching time and tasks is based on the individual needs of students and teachers within each school. To support this, the Chief Academic Office provides training, addressing specific problem-solving steps, through direct communication with principals of coaching candidates in the Foundations of Coaching Series and ongoing coaching support via reading/literacy leads meetings.

Time allocated for coaching tasks is prioritized and monitored at multiple levels by the school principal, division principal leaders, and executive leaders. The allocation of this time is further discussed and collaboratively problem-solved during specific portions of leads and coach meetings. Data related to coaching activities and effectiveness is collected at least quarterly. Each division has established specific criteria for data collection methods and timelines to align with the needs of its schools.

At the district level, the principal leader of each division reviews this data during meetings with school sites. Additionally, the Chief Academic Office gathers and analyzes data relevant to coaches and their roles to ensure alignment with district goals and support the effectiveness of the literacy coach model.

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

OCPS has developed a set of tools, inspired by the FLDOE's literacy coach definition and standards, to assess and improve the effectiveness of our literacy coaches. These tools include a roles and responsibilities checklist, interview questions for hiring, and a performance rubric. The checklist covers five key areas:

standards-based instruction, data-driven decisions, teaching strategies, inclusive culture, and professional learning. Administrators can use the checklist and interview questions to ensure consistency in hiring, while the four-point rubric (basic to mastery) helps them determine current coach performance and provide actionable feedback for growth.

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)](#).

- o **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.
- o **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.
- o **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?**

Aligned with the OCPS 2030 Strategic Plan, which aims to ensure every student graduates inspired and prepared for a thriving future, we are committed to empowering students through a superior academic experience, essential life skills, and boundless opportunities. The OCPS Portrait of a Graduate outlines the key qualities we strive for, and we hold high expectations for student mastery. This includes a focus on key performance indicators: that 12th grade students meet the OCPS Portrait of a Graduate and that students perform at Level 3 or above in all content areas across all grade levels, as measured by the FDOE Accountability System. To achieve these goals, we will implement high-quality, standards-aligned Tier 1 instruction in all classrooms daily, supplemented by necessary Tier 2 and Tier 3 interventions. Furthermore, we will deepen the implementation of Science of Reading-based practices across all schools.

Taking into consideration the Science of Reading and according to Florida's Formula for Success, there are six pillars of reading that should be addressed during literacy instruction. The OCPS Portrait of an Early Reader, developed in partnership with Harvard consultants, principals and district leaders, was designed to create a common understanding of the dispositions of an early reader. All principals gained an understanding of the OCPS Portrait of an Early Reader during the Instructional Leadership Institute, and all teachers were provided with the Portrait during a districtwide Science of Reading professional learning session.

As we continue to support the B.E.S.T. standards and B.E.S.T. Access Points, supplementary instructional materials will be provided to teachers to support Florida's Formula for Success through Curriculum Resource Materials (CRMs), small group resources, and sample rotational model resources. These materials incorporate specific instructional resources that support the Science of Reading methodology and foundational reading skills, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension in grades K-5 and secondary reading.
The Learning Strategies and Support Facilitation Headquarters offers teachers a range of instructional resources, including support tickets, instructional focus calendars (IFC), information on CRMs, supplemental materials, links to MTSS Headquarters and K-12 Interventions, collaborative teaching information, accommodation data forms, Community of Practice (COP) professional learning, and other professional learning opportunities. Additionally, the ESE Everywhere: Instruction Collection provides resources for teachers of students on Access Points, such as planning tools, standards alignment, content strategies, visuals, scaffolds, adapted lessons, activities, materials, technology, progress tracking, and video tutorials. District ESE resource teachers further support educators through observations, feedback, modeling, and collaborative planning. These resources offer a comprehensive support system for teachers, enabling them

to address all facets of Florida's Formula for Reading Success and meet the diverse needs of all learners, including students with disabilities and those on Access Points.

Multilingual Services integrates appropriate English Language Learner (ELL) scaffolds into the core English Language Arts (ELA) curriculum, ensuring that language development supports are embedded within daily instruction using the ExcELLence strategies. This approach promotes equitable access to grade-level content and supports language acquisition in context. These scaffolds may include the use of visual aids, sentence frames, vocabulary previews, native language supports, and structured opportunities for oral language development. Instructional strategies are aligned with WIDA English Language Development Standards to ensure that ELLs are developing English proficiency and engaging meaningfully with academic content.

Professional learning through our district's coach series also supports the implementation of reading instruction for K-5 and secondary reading teachers. Summer opportunities, including a structured literacy series for elementary teachers and administrators, are available for teachers to support Florida's Formula for Success.

An additional guidance document and professional learning are provided to administrators and teachers for the reading intervention instructional model, which includes specific alignments to Florida's Formula for Success, how to utilize the four types of classroom assessments, and address the six components of reading. This includes decision trees that utilize the four types of assessments to adequately diagnose and support student reading deficits.

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.**

Orange County Public Schools (OCPS) is committed to ensuring student success in its Voluntary Pre-Kindergarten (VPK) program. This is achieved through a comprehensive approach that integrates assessment, instruction, and support, all based on the Florida Early Learning and Developmental Standards.

Assessment:
To monitor each child's developmental progress, several assessments are used:

- FAST Star Early Literacy: Administered three times a year, to screen and monitor literacy and numeracy skills
- CLASS (Classroom Assessment Scoring System): Used to evaluate teacher-student interactions and promote engagement. Teachers and paraprofessionals receive training, coaching, and feedback on CLASS to refine their instructional practices and create a responsive learning environment
- Battelle Developmental Screening Tool: Employed to identify children who may have specific developmental needs
- Formative Assessments: Ongoing assessments, including checklists, observations, work samples, CAPIT progress monitoring, and child-led activities, used to track individual student growth

Assessment data are used to inform various aspects of the program, including:

- Personalized Learning Plans: Tailoring instruction to meet individual student needs
- Small Group Instruction: Grouping students with similar needs for targeted instruction ● Resource Selection: Choosing appropriate materials and resources to support learning

Standards and Instruction:
Instruction in the OCPS VPK program aligns with the Florida Early Learning and Developmental Standards, which cover key developmental domains. Teachers use developmentally appropriate practices to address the diverse learning needs of all students, including those with special needs and English Language Learners.
Support:

The Early Childhood Department plays a crucial role in developing and providing comprehensive curriculum materials and resources. These resources are grounded in evidence-based instructional strategies and are thoughtfully adapted to meet the varying needs of all learners.

PreK ESE
Orange County Public Schools' PreK ESE program is dedicated to fostering student success through a comprehensive system of academic exposure, instruction, and individualized support, with the Florida Early Learning and Developmental Standards serving as its foundational instructional framework.

The Preschool Diagnostic Intervention Services department (PDIS) plays a crucial role in developing and providing comprehensive curriculum materials and resources. These resources are grounded in developmentally appropriate, evidence-based instructional strategies and are thoughtfully adapted to address the diverse learning needs of PreK ESE students, including English Language Learners.

Assessment tools include:
- Childhood Outcome Summary (COS): Used to evaluate and monitor developmental progress of students ages 3-5 who receive special education services under Part B of IDEA in three outcome areas: social-emotional skills, acquisition and use of knowledge and skills (including early language/ communication and early literacy), and use of appropriate behaviors to meet needs. As required by the state, the COS is completed once at eligibility for PreK ESE services and again at exit from PreK ESE services
- Individual Education Plan (IEP) Progress Report: Completed at the end of each semester to monitor progress toward IEP goals
- PreK ESE Skills Checklist: Administered three times a year to monitor developmental progress toward social-emotional skills, acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet needs.

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

The VPK and PreK ESE programs provide an engaging, play-based environment, incorporating:
- Core Curriculum: Frog Street Toddler, Frog Street Threes, and Frog Street PreK: A research-based framework aligned to the Florida Early Learning and Developmental Standards, offering thematic instruction and intentional teaching strategies
- Differentiated Instruction: Flexible grouping based on assessment insights

To enhance learning experiences, both the VPK and PreK ESE programs utilize various supplemental resources. For literacy development, both programs incorporate Heggerty PreK Phonemic Awareness to build foundational skills and Handwriting Without Tears for multisensory handwriting instruction. The VPK program further supports literacy and math with My Math Academy and CAPIT Reading, and offers MarcoPolo, which provides engaging educational content for both classroom and home use. To support social-emotional skills and self-regulation, the PreK ESE program includes Conscious Discipline. This comprehensive approach ensures a nurturing and equitable learning environment for all children.

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.**

Students in Orange County Public Schools' VPK program scoring below the 10th percentile on the PM 2 FAST assessment in literacy receive daily, small-group explicit and systematic literacy instruction for 20 to 30 minutes utilizing CAPIT Reading and Nemours BrightStart. Continuous progress monitoring is essential, informing instructional adjustments that aim to accelerate these students' early literacy growth.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. **Grades VPK-5 Assessments**

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
		☒ Fluency ☒ Vocabulary ☒ Comprehension		
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Standards Based Unit Assessments (SBUA)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
CAPIT Reading Then, select all that apply.)	☐ VPK ☒ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Heggerty Phonemic Awareness	☐ VPK ☒ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2	☐ 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 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?
Additional Assessment(s)				
	☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Vocabulary ☐ Comprehension		☐ Annually ☒ As Needed ☐ Other
Lexia	☐ VPK ☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☒ Select Students (3-5)	☐ 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
Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) Mastery Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) Placement Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Reading Plus Insight Assessment	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2	☐ 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 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?
Additional Assessment(s)				
	☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Vocabulary ☒ Comprehension		☒ Annually ☒ As Needed ☐ Other
CAPIT	☐ VPK ☒ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Heggerty Phonemic Awareness	☐ VPK ☒ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Lexia	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
DIBELS	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Comprehension		☒ As Needed ☐ Other
English Language Development WIDA Standards Based Unit Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☒ Other
Standards Based Assessments for Students on Access Points	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Battelle Developmental Screening	☐ VPK ☒ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other

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

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

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

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

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

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

OCPS employs a Multi-Tiered System of Supports (MTSS) framework to identify K–3 students in need of Tier 2 and Tier 3 reading interventions. The first step in this process is universal screening of all K–3 students using DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills 8). This screener is used to identify students at risk for reading difficulties, including characteristics of dyslexia. The screening assesses key early literacy skills including, but not limited to:

- Kindergarten: Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency–Correct Letter Sounds (NWF-CLS), and Whole Words Read (NWF-WC)
- Grade 1: LNF, PSF, NWF-CLS, NWF-WC, and Word Reading Fluency (WRF)
- Grades 2–3: Oral Reading Fluency (ORF) with components including accuracy, rate, and prosody, particularly for students performing below grade level

Students whose scores fall below established benchmarks are flagged for further diagnostic assessment using various measures including, but not limited to, P.A.S.T., CORE, and SIPPS diagnostic and progress monitoring related to the resulting intervention programming. Interventions are determined by the site based MTSS team after a triangulation of data points including, but not limited to, FAST, WIDA, digital program diagnostic results, report card data, and teacher input. Students demonstrating continued deficits determined by a lack of progress towards proficiency are placed into Tier 2 (targeted small-group interventions) or Tier 3 (intensive individualized interventions), depending on the level of need.

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

For students in grades 4–5, OCPS continues to utilize the MTSS process to identify those in need of supplemental or intensive reading interventions. Universal and diagnostic screening is conducted using Oral Reading Fluency (ORF) assessments, which measure accuracy, rate, and prosody. Students whose scores indicate below-grade-level performance are reviewed by the site-based MTSS team after a triangulation of data points including but not limited to FAST, WIDA, digital program diagnostic results, report card data, and teacher input for consideration to intensify to Tier 2 or Tier 3 interventions. Data from classroom performance, teacher observations, and other formative assessments may also be used to support decision-making for intervention placement.

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.

OCPS uses the DIBELS 8 assessment as the initial screener for all K–3 students to identify early indicators of reading difficulties, including characteristics consistent with dyslexia. This screener assesses phonological awareness, phonemic awareness, phonics, and word recognition. When students exhibit characteristics of dyslexia or other significant reading challenges, additional diagnostic assessments (P.A.S.T., CORE, and SIPPS) are administered as appropriate. These tools inform the development of the Individualized Progress Monitoring Plan (IPMP) and guide the selection of evidence-based, structured literacy interventions aligned with the Science of Reading.

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.

For students who fall below grade level and/or within the "some risk/at risk" range or who display characteristics of dyslexia, additional screening and diagnostic measures are provided using SIPPS. The results of these assessments in combination with other assessment data including, but not limited to, FAST, WIDA, report card data, and teacher input are used to identify a student's greatest area of need to develop appropriate interventions. District-created reading assessment guides have been provided for guidance throughout the decision-making process for grades K-1 and 2-3.

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

Tier 1 effectiveness is thoroughly monitored through a multifaceted approach. This includes analysis of Standards-Based Unit Assessment data to gauge student mastery of specific learning objectives, regular review of FAST ELA progress monitoring data to track individual student growth and identify potential areas of struggle, and consistent classroom observations and evaluations conducted by both school and district personnel to assess instructional delivery and classroom environment. These observations focus on the implementation of evidence-based practices, student engagement, and differentiation strategies. Additionally, feedback from teachers, student self-assessments, and curriculum alignment reviews contribute to a comprehensive understanding of Tier 1 effectiveness, ensuring continuous improvement and support for all learners.

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

The effectiveness of Tier 2 interventions is systematically monitored through ongoing progress monitoring, which occurs every two to three weeks. This frequent monitoring allows for the timely identification of students who may not be responding adequately to the intervention. The data collected during progress

monitoring is then reviewed collaboratively during grade-level meetings and problem-solving team (PST) meetings. In these meetings, educators analyze individual student responses to intervention data, examining whether students are making expected gains. If students are not demonstrating gains toward proficiency, the team discusses and makes informed adjustments to the intervention. These adjustments might include changing the type of intervention to one that is more closely matched to the student's specific needs, increasing the intensity of the intervention through more frequent or longer sessions, or adjusting the size of the intervention group to provide more individualized attention. This cyclical process of monitoring, analyzing, and adjusting ensures that Tier 2 interventions remain responsive and effective in supporting student learning.

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

Tier 3 interventions, as the most intensive level of support, require diligent and frequent monitoring to ensure they are effectively meeting the needs of students with substantial reading deficiencies. Progress monitoring for Tier 3 interventions occurs at least weekly, providing timely data on student progress. These data are a critical component of the weekly problem-solving team (PST) meetings, where educators meticulously analyze each student's growth trajectory and response to the specific intervention. During these meetings, the team examines the progress monitoring data and conducts a collaborative review of several other key factors. This includes an assessment of instructional fidelity to ensure the intervention is being delivered as designed, a review of student attendance to identify any potential factors impacting progress, and a check on intervention integrity to confirm consistency and accuracy in implementation. Based on this comprehensive data analysis, the PST determines whether interventions are having the desired effect. If a student is not making gains toward proficiency, the team collaboratively decides on necessary adjustments. These adjustments may include modifying the intervention strategy, intensifying the frequency or duration of the intervention, or further individualizing the approach to better address the unique needs of each student. Additionally, the team documents all decisions and adjustments to maintain a clear record of the intervention process and ensure continuity of support.

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Most recent FAST ELA - Level 3 or above and/or FAST assessment score of at or above benchmark and/or BOY DIBELS scores (K-2) and 3-5 DIBELS ORF scores are at or above proficiency   Achievement Level 3 for B.E.S.T. Reading: ● 3rd grade - 201 or above   ● 4th grade - 213 or above   ● 5th grade - 222 or above   *As with all data-based decisions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data.
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.   ● Student scores on or approaching grade-level proficiency on the statewide progress monitoring assessments   ● Student scores in the green (meets proficiency) or blue (exceeds proficiency) performance bands (65% to 100%) across multiple district-created Standards-Based Unit Assessments (SBUA)   ● Student scores minimal or negligible risk on the DIBELS Screening

During screening, if accuracy and rate fall within grade-level norms, continue administering Tier 1 benchmark assessments.

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

To ensure the effectiveness of Tier 1 instruction, school Professional Learning Communities implement structured processes through regular collaborative team meetings. Educators, including coaches and administrators, receive targeted professional learning focused on effective collaborative planning structures and facilitation techniques, empowering them to lead these meetings effectively. Teams engage in discussions centered on instruction, tasks, assessments, and differentiation strategies. A critical component of these meetings is the analysis of student performance data, such as assessment results and progress monitoring data, alongside classroom walkthrough trend data. This analysis allows teams to identify patterns and potential problems in Tier 1 instruction, such as areas in which students are struggling or where specific instructional approaches may not be effective. Based on these data-driven insights, teams collaboratively determine needed changes or adjustments to instruction and differentiation practices to address identified gaps.

At the district level, teams analyze broader data sets, gather feedback from schools, and observe classroom practices. This information informs revisions to district-created curriculum resource materials, ensuring they are aligned with best practices and student needs. This cyclical process of data analysis, collaborative problem-solving, and resource refinement ensures continuous improvement in Tier 1 instruction and ultimately supports the success of all students.

Core Instruction

Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
McGraw-Hill Wonders (K-5)	2021

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

- Student scores one or more grade levels below on statewide assessment and/or at/some risk on screening and diagnostic assessments, plus teacher observation/recommendation
- Student received Tier 2 interventions in the previous year, and the problem-solving team determines that interventions should continue because the student is making gains, but is not reaching proficiency.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

At the beginning of the school year, students will be identified for tiered levels of support based on the following assessment criteria:

- Grades K–1:
    - Most recent FAST ELA scores below the benchmark indicate the need for Tier 2 interventions
    - Beginning of Year (BOY) DIBELS assessments— Scores in yellow or red (below proficiency) indicate the need for Tier 2 interventions
  - Grades 2–5:
    - Most recent FAST ELA scores below the benchmark indicate the need for Tier 2 interventions
    - Beginning of Year (BOY) DIBELS assessment scores in yellow or red in categories of rate, accuracy, and prosody indicate the need for Tier 2 interventions
- Schools must also consider multiple data points including progress monitoring data, historical performance, and diagnostic results to ensure accurate placement within the MTSS framework

Tier 1 (Core Instruction):
- All students receive high-quality, evidence-based reading instruction aligned to the B.E.S.T. ELA Standards
- Instruction includes differentiated supports to address minor gaps or barriers and ensure access to the full curriculum
- Embedded universal supports are provided through Universal Design for Learning (UDL) and strategies supporting inclusive instruction

Tier 2 (Strategic Interventions):
- For students identified as below benchmark (yellow), targeted small-group instruction is provided in addition to core instruction
- Instruction is explicit, systematic, and focused on identified foundational skill gaps (e.g., phonemic awareness, decoding)
- Delivered by trained staff, including literacy interventionists, ESE teachers, or reading coaches, during a dedicated intervention block
- Regular progress monitoring every 4–6 weeks is used to adjust instruction based on student response to intervention

Placement and intervention decisions are made using a data-based problem-solving process at each tier, with continual progress monitoring and family engagement to ensure transparency and alignment with the Comprehensive Evidence-Based Reading Plan (CERP).

Number of times per week interventions are provided: Interventions are delivered up to four days per week, with frequency adjusted based on student need and data review.

Number of minutes per intervention session: Each intervention session is scheduled for a minimum of 30 minutes, with session length extended as appropriate for students requiring more intensive support.

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Core5	Moderate	
Reading Plus (3-5)	Strong	
SIPPs	Moderate	

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)
Corrective Reading	Promising	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amira Learning	Promising	

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

Students with a substantial deficiency in reading or characteristics of dyslexia receive comprehensive multisensory interventions tailored to their individual needs, incorporating visual, auditory, kinesthetic, and tactile modalities. These interventions include:

Phonemic Awareness:
- Use of kinetic sand, providing a tactile medium for manipulating and segmenting sounds

- Elkonin boxes to visually represent and track phonemes in words
- Counters or chips to physically move and represent each sound
- Whisper phones to enhance auditory discrimination and self-monitoring
- Whiteboards and markers for visual and kinesthetic practice of blending, segmenting, manipulating, and deleting phonemes
- Body movements and actions to represent sounds, such as clapping syllables or stomping out phonemes
- Songs and rhymes to engage auditory memory and reinforce phonemic awareness concepts
- Manipulating objects (e.g., blocks, buttons) to match the number of sounds/syllables in a word Phonological Awareness:
- Use of Elkonin boxes, counters, and whiteboards for visual and tactile representation of phonological units
- Kinesthetic movements like jumping, tapping, or arm sweeps to represent syllables or rhymes
- Chenille sticks for physically manipulating and segmenting words into syllables or onset-rime
- Finger tapping to count and track phonemes or syllables
- Gestures and sign language to visually and physically represent sounds and words
- Rhythm instruments (e.g., drums, tambourines) to tap out syllables or sounds in words
- Sorting activities using pictures or objects to categorize words by sounds (e.g., rhyming words, words with the same beginning sound) Phonics:
- Use of kinetic sand for tracing letters and words, engaging tactile and kinesthetic senses
- Dough stampers to physically imprint letters and words, reinforcing letter formation
- Letter tiles and magnetic letters for hands-on manipulation and word building

Whiteboards with markers for visual and kinesthetic writing and blending of sounds ● Bumpy boards for tactile tracing of letter shapes

- Color-coding letters (e.g., vowels vs. consonants) to enhance visual discrimination
- Using movement to represent sounds (e.g., acting out letter sounds)

These varied multisensory strategies ensure that instruction is accessible and engaging for students with diverse learning needs, particularly those who struggle with reading or have characteristics of dyslexia.

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

Grades K-2
- Any student who scores a Level 1 on the coordinated screening and progress monitoring assessment (FAST) PM 1 or PM 2

Grade 3
- Any student who scores a Level 1 on the coordinated screening and progress monitoring assessment (FAST) PM 1, PM 2, or PM 3

Grade K-2
- Any student scoring below the 10th percentile on FAST PM 1 or PM 2

Grade 3
- Any student scoring below the 20th percentile on FAST PM 1 or PM 2
- SIPPS if:
  A student is unable to pass the SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
- There is difficulty or an inability to acquire and make progress at a developmentally appropriate rate, as outlined by the instructional or intervention program, or the student shows multiple concerning responses to Tier 2 interventions

Other evidence-based interventions and strategies that the problem-solving team has determined fit the student's specific area of need, if:
- There is a lack of targeted growth on skills assessments, plus teacher observation/recommendation
- There is difficulty or an inability to acquire and make progress at a developmentally appropriate rate, as outlined by the instructional or intervention program, or the student shows multiple concerning responses to Tier 2 interventions

The problem-solving team agrees that the interventions are not frequent and/or intensive enough and need to continue with increased intensity and/or frequency.

Interventions and strategies that the problem-solving team has determined to be evidence-based, which are aligned with recommendations outlined in the What Works Clearinghouse (WWC) Practice Guide titled Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade, include:
- Developing awareness of the segments of sounds in speech and how they link to letters (Level of Evidence: Strong)
- Teaching students to decode words, analyze word parts, and write and recognize words (Level of Evidence: Strong)

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Level of Evidence: Moderate)

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:
(At the beginning of the school year, students will be identified for tiered levels of support based on the following assessment criteria:

- Grades K–1:
    - Beginning of Year (BOY) DIBELS assessments – Scores in red indicate the need for Tier 3 interventions
    - FAST PM 3 – Level 1 indicates the need for Tier 3 interventions

- Grades 2–5:
    - Beginning of Year (BOY) DIBELS assessments— Scores in red in the categories of rate, accuracy, and prosody indicate the need for Tier 3 interventions
    - Most recent FAST PM 3: Level 1 indicates the need for Tier 3 interventions

Tier 1 (Core Instruction):
- All Grades: Multiple data points, including progress monitoring data, historical performance, and diagnostic results are considered to ensure accurate placement within the MTSS framework

- All students receive high-quality, evidence-based reading instruction aligned to the B.E.S.T. ELA Standards
- Instruction includes differentiated supports to address minor gaps or barriers and ensure access to the full curriculum
- Embedded universal supports are provided through Universal Design for Learning (UDL) and strategies supporting inclusive instruction

Tier 2 (Strategic Interventions):
- For students identified as below benchmark (yellow), targeted small-group instruction is provided in addition to core instruction
- Instruction is explicit, systematic, and focused on identified foundational skill gaps (e.g., phonemic awareness, decoding)

- Delivered by trained staff including literacy interventionists, ESE teachers, or reading coaches during a dedicated intervention block
- Regular progress monitoring every 4–6 weeks is used to adjust instruction based on student response to intervention

Tier 3 (Intensive Interventions):
- Students identified as well below benchmark (red) or who demonstrate minimal response to Tier 2 interventions are considered for Tier 3 support
- Tier 3 instruction is individualized, intensive, and delivered in a 1:1 or very small group setting, with a focus on specific skill deficits
- Interventions occur with increased frequency and duration, in addition to core instruction, and use evidence-based programs validated for intensive remediation
- A problem-solving team (which may include the MTSS team, ESE staff, and literacy coach) meets to develop individualized plans, review fidelity of implementation, and adjust support as needed
- Supports align with accommodations documented in IEP, ESOL, or 504 plans, ensuring equitable access to instruction

Placement and intervention decisions are made using a data-based problem-solving process at each tier, with continual progress monitoring and family engagement to ensure transparency and alignment with the Comprehensive Evidence-Based Reading Plan (CERP).

Number of times per week interventions are provided: Interventions are delivered up to four days per week, with frequency adjusted based on student need and data review.
Number of minutes per intervention session: Each intervention session is scheduled for a minimum of 30 minutes, with session length extended as appropriate for students requiring more intensive support.

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)
SIPPS	Moderate	

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)
Corrective Reading	Promising	

English Language Learners

Name of Program		Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
Students with a substantial deficiency in reading or characteristics of dyslexia receive comprehensive multisensory interventions tailored to their individual needs, incorporating visual, auditory, kinesthetic, and tactile modalities. These interventions include:

Phonemic Awareness:
- Use of kinetic sand, providing a tactile medium for manipulating and segmenting sounds
- Elkonin boxes to visually represent and track phonemes in words
- Counters or chips to physically move and represent each sound

- Whisper phones to enhance auditory discrimination and self-monitoring
- Whiteboards and markers for visual and kinesthetic practice of blending, segmenting, manipulating, and deleting phonemes
- Body movements and actions to represent sounds, such as clapping syllables or stomping out phonemes
- Songs and rhymes to engage auditory memory and reinforce phonemic awareness concepts
- Manipulating objects (e.g., blocks, buttons) to match the number of sounds/syllables in a word Phonological Awareness:
- Use of Elkonin boxes, counters, and whiteboards for visual and tactile representation of phonological units
- Kinesthetic movements like jumping, tapping, or arm sweeps to represent syllables or rhymes
- Chenille sticks for physically manipulating and segmenting words into syllables or onset-rime
- Finger tapping to count and track phonemes or syllables
- Gestures and sign language to visually and physically represent sounds and words
- Rhythm instruments (e.g., drums, tambourines) to tap out syllables or sounds in words
- Sorting activities using pictures or objects to categorize words by sounds (e.g., rhyming words, words with the same beginning sound) Phonics:
- Use of kinetic sand for tracing letters and words, engaging tactile and kinesthetic senses
- Dough stampers to physically imprint letters and words, reinforcing letter formation
- Letter tiles and magnetic letters for hands-on manipulation and word building
- Whiteboards with markers for visual and kinesthetic writing and blending of sounds
- Bumpy boards for tactile tracing of letter shapes
- Color-coding letters (e.g., vowels vs. consonants) to enhance visual discrimination
- Using movement to represent sounds (e.g., acting out letter sounds)

These varied multisensory strategies ensure that instruction is accessible and engaging for students with diverse learning needs, particularly those who struggle with reading or have characteristics of dyslexia.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
To enhance the effectiveness of Tier 3 interventions, a comprehensive approach is employed. Data from classroom walkthroughs, ongoing progress monitoring, and various other assessments are analyzed to identify trends and inform potential adjustments to interventions. Problem-solving teams regularly convene to rigorously evaluate the fidelity of implementation and the results of targeted interventions, using this information to guide necessary shifts in instructional strategies and intervention resources. Parents are actively included in this problem-solving process and are consistently updated on their child's progress toward their intervention goals.

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.

Schedule: 15 days in June Reading (50100224SM) - 8:30 a.m. -11:00 a.m. Lunch - 11:00 a.m. - 11:30 a.m. Reading (50100224SM) - 11:30 a.m. - 12:30 p.m.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): McGraw-Hill Wonders: ESSA Promising rating Reading Plus web-based literacy program: ESSA Strong rating Lexia Core5 Reading web-based literacy program: ESSA Moderate rating SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words): ESSA Moderate rating Amira web-based literacy program: ESSA Promising rating
Alternative Assessment Used: Amira Third Grade State Standards Assessment
Additional Information (optional):

7b. 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
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. **Grades 6-8 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
District created Standards-Based Unit Assessments (SBUA)	☒ 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
English Language Development WIDA Standards-Based Unit Assessments	☒ 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
SIPPS Mastery Assessments	☒ 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
SIPPS Placement Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Oral Reading Fluency (ORF)	☒ 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
Lexia English	☒ Grade 6	☐ Oral Language	☐ Screening	☐ Weekly

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Lexia PowerUp Benchmark (DLAR)	☒ 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
Reading Plus Insight Assessment	☒ 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
District Created Standards-Based Unit Assessments for Students on Access Points	☒ 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.**

Students who score Level 1 and 2 on the FAST test are identified in need of Tier 2 instruction. Data-based problem-solving team meetings are held regularly to analyze student data available from statewide assessments, screenings, standards-based assessments, and formative assessments. If the student scores below grade level on assessments along with classroom teacher observations/recommendations, the student will receive Tier 3 interventions.

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

Tier 1 effectiveness is thoroughly monitored through a multifaceted approach. This includes analysis of Standards-Based Unit Assessment data to gauge student mastery of specific learning objectives, regular review of FAST ELA progress monitoring data to track individual student growth and identify potential areas of struggle, and consistent classroom observations and evaluations conducted by both school and district personnel to assess instructional delivery and classroom environment. These observations focus on the implementation of evidence-based practices, student engagement, and differentiation strategies. Additionally, feedback from teachers, student self-assessments, and curriculum alignment reviews contribute to a comprehensive understanding of Tier 1 effectiveness, ensuring continuous improvement and support for all learners.

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

The effectiveness of Tier 2 interventions is systematically monitored through ongoing progress monitoring, which occurs every two to three weeks. This frequent monitoring allows for timely identification of students who may not be responding adequately to the intervention. The data collected during progress monitoring are then reviewed collaboratively during grade-level meetings and problem-solving team (PST) meetings. In these meetings, educators analyze individual student response to intervention data, examining whether students are making expected gains. If students are not demonstrating progress toward proficiency, the team discusses and makes informed adjustments to the intervention. These adjustments might include changing the type of intervention to one that is more closely matched to the student's specific needs, increasing the intensity of the intervention through more frequent or longer sessions, or adjusting the size of the intervention group to provide more individualized attention. This cyclical process of monitoring, analyzing, and adjusting ensures that Tier 2 interventions remain responsive and effective in supporting student learning.

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

Tier 3 interventions, as the most intensive level of support, require diligent and frequent monitoring to ensure they are effectively meeting the needs of students with substantial reading deficiencies. Progress monitoring for Tier 3 interventions occurs at least weekly, providing timely data on student progress. These data are a critical component of the weekly problem-solving team (PST) meetings, where educators meticulously analyze each student's growth trajectory and response to the specific intervention. During these meetings, the team examines the progress monitoring data and conducts a collaborative review of several other key factors. This includes an assessment of instructional fidelity to ensure the intervention is being delivered as designed, a review of student attendance to identify any potential factors impacting progress, and a check on intervention integrity to confirm consistency and accuracy in implementation. Based on this comprehensive data analysis, the PST determines whether interventions are having the desired effect. If a student is not making progress toward proficiency, the team collaboratively decides on necessary adjustments. These adjustments may include modifying the intervention strategy, intensifying the frequency or duration of the intervention, or further individualizing the approach to better address the unique needs of each student. Additionally, the team documents all decisions and adjustments to maintain a clear record of the intervention process and ensure continuity of support.

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:
High level 2* or above on prior year's PM3:
    ● 6th grade - 224 or above
    ● 7th grade - 231 or above
    ● 8th grade - 237 or above

*As with all data-based decisions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data.
- District-created Standards-Based Unit Assessments
- Teacher observation
- Parent request

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- Student scores on or approaching grade-level proficiency on FAST PM1 only
- Student scores in the proficient green (meets) or blue (exceeds) performance bands (65% to 100%) across multiple district-created Standards-Based Unit Assessments

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

To continually enhance the effectiveness of Tier 1 instruction, schools utilize a structured problem-solving process. Teachers engage in regularly scheduled collaborative planning meetings, in which they analyze student progress data. This includes daily observations, statewide progress monitoring results, Standards Based Unit Assessments, and formative assessment data. Administrator and district classroom walkthrough data also provide valuable insights into instructional effectiveness. Based on this data, teams plan differentiated strategies to address individual student needs. Furthermore, curriculum adjustments are made, using state assessments and Standards-Based Unit Assessments data, to better align with identified areas of deficiency. Teachers provide detailed feedback on the curriculum after implementing lessons, contributing to ongoing refinement. District-wide trend data from state and unit assessments also informs decisions to embed additional teacher-led small group resources within Tier 1 instruction, providing targeted support.

At the district level, teams analyze broader data sets, gather feedback from schools, and observe classroom practices. This information informs revisions to district-created curriculum resource materials, ensuring they are aligned with best practices and student needs. This cyclical process of data analysis, collaborative problem-solving, and resource refinement ensures continuous improvement in Tier 1 instruction and ultimately supports the success of all students.

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Amplify ELA Grades 6-8	2021

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

A student scores a level 1 or 2 on the FAST progress monitoring assessments, plus teacher observation

A student scores in the yellow (developing) or red (not yet), which signifies 65% or below proficiency across multiple district-created Standards-Based Unit Assessments, plus teacher observation/recommendation commendation.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
At the beginning of the school year, students will be identified for tiered levels of support based on the following assessment criteria:
- Student scores level 1 or low-mid level 2 on the previous year's statewide assessment PM 3, plus triangulation of historical and current assessment data and teacher observations/recommendations

- Student received Tier 2 interventions in the previous year and the problem-solving team determines that interventions should continue

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.
Supplemental Instruction/Interventions
*Tier 2 Supplemental Instruction/Interventions:
- Are standards-aligned
- Address gaps and reduce barriers to students' ability to meet Tier 1 expectations
- Provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- Are matched to the needs of the students
- Provide multiple opportunities to practice the targeted skill(s) and receive feedback
- Occur during time allotted in addition to core instruction
- Include accommodations (IEP, ESOL or 504)
- Are grounded in the Science of Reading/Structured Literacy
- Are district-selected, evidence-based supplemental materials to focus on reading comprehension

Tier 2 Programs:
- Reading Plus: ESSA Strong Evidence rating
- SIPPS Plus and Challenge: ESSA Moderate Evidence rating

As with all determinations for interventions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data.

Number of times per week interventions are provided: 2-5 times a week, based on fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student
Number of minutes per intervention session: 15-20 minute rotations, based on the fidelity of the program or determined by the problem-solving team to meet the individual needs of the student

Course(s) where interventions take place:
- Intensive Reading
- Research and Critical Thinking
- Learning Strategies (ESE students only)

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)
Reading Plus	Strong	

as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Plus	Strong	
SIPPS Plus and Challenge	Moderate	
Strategic Instruction Model (SIM) Learning Strategies (Only in the Learning Strategies Course)	Strong	
Strategic Instruction Model	Strong	

Name of Program	ESSA Evidence Level	Verbiage (as needed)
(SIM) Content Enhancement Routines (Supports Tier 1 Instruction)		
Lexia PowerUp	Promising	

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

SIPPS if:
- A student stalls on lesson or set of skills for more than two instructional weeks without mastery
- A student scores below 80% on two or more mastery checks
- A student cannot independently apply decoding or spelling skills taught in earlier lessons
- A student does not increase words correct per minute over four weeks
- A student is unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
- There is a poor response to instruction/intervention or multiple questionable responses to Tier 2 intervention in which student data remains the same or decreases.

Reading Plus if:
- A student does not make 25-50 points Lexile growth per quarter
- A student does not have an 80%-90% comprehension score on four comprehension tasks
- A student is not completing 2-3 lessons a week
- A student is not making expected growth as determined by the Student Projected Growth Report

There is a poor response to instruction/intervention or multiple questionable responses to Tier 2 intervention in which student data remains the same or decreases.

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:

● Student scores a level 1 on the previous year's statewide assessment PM 3 and/or at risk on screening assessments, plus triangulation of historical and current assessment data (FAST, program diagnostic data, ORF, SIPPS Placement Screener) and teacher observation/recommendation.

● Student received Tier 3 interventions in the previous year, and the problem-solving team determines that interventions should continue

● Student received Tier 2 interventions previously and the problem-solving team determines that Tier 3 interventions are needed

Number of times per week interventions are provided: 4-5 days a week, based on the fidelity of the program or determined by the problem-solving team to meet the individual needs of the student **Number of minutes per intervention session:** 30-45 minutes, based on the fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student

Course(s) where interventions take place: Intensive Reading and Learning Strategies (ESE Only)

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)
SIPPS Plus and Challenge	Moderate	

Strategic Instruction Model (SIM) Learning Strategies (Only in the Learning Strategies Course)	Strong	
Strategic Instruction Model (SIM) Content Enhancement Routines (Supports Tier 1 Instruction)	Strong	
SIPPS Plus and Challenge	Moderate	
SIPPS Plus	Moderate	

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

The fidelity of implementation will be reviewed. If the program is not used with fidelity, it will be adjusted to meet expectations based on the program indicators outlined below.

SIPPS if:
- SIPPS if a student stalls on lessons or set of skills for more than 2 instructional weeks without mastery
- A student scores below 80% on 2 or more mastery checks
- A student cannot independently apply decoding or spelling taught in earlier lessons
- A student does not increase words correct per minute over 4 weeks
- A student is unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation.

There is difficulty or an inability to acquire and make progress at a developmentally appropriate rate, as outlined by the instructional or intervention program, or shows multiple concerning responses to Tier 2 interventions.

Grades 9-12

13. **Grades 9-12 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
District-created Standards Based Unit Assessments	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Impact	☒ 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
SIPPS	☒ 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
SIPPS Mastery Assessments	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
SIPPS Placement Assessment	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed
Oral Reading Fluency (ORF)	☒ Grade 9 ☒ Grade 10 ☐ Grade 11	☐ Oral Language ☒ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

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 12 ☐ All Students ☒ Select Students	☒ Phonics ☒ Fluency ☒ Vocabulary ☐ Comprehension	☐ Diagnostic ☐ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed
Lexia English Benchmark	☒ 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 ☒ 2 x Year ☐ Annually ☒ As Needed
Lexia PowerUp Literacy	☒ 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 ☒ 2 x Year ☒ Annually
ELD Standards-Based Unit Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☒ Other
District-created Standards-Based Assessments for Students on Access Points	☒ 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.**

Students who score Level 1 and 2 on the FAST are identified as needing Tier 2 instruction. Based on additional screenings, including program diagnostic tests and ORF, a student can be identified as needing Tier 3 interventions. Common planning teams and data-based problem-solving team meetings are held regularly to analyze student data available from statewide assessments, screenings, standards-based

assessments, and formative assessments. If the student scores below grade level on assessments, along with observations/recommendations by the classroom teacher, the student will receive Tier 3 interventions.

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

Tier 1 effectiveness is thoroughly monitored through a multifaceted approach. This includes analysis of Standards-Based Unit Assessment data to gauge student mastery of specific learning objectives, regular review of FAST ELA progress monitoring data to track individual student growth and identify potential areas of struggle, and consistent classroom observations and evaluations conducted by both school and district personnel to assess instructional delivery and classroom environment. These observations focus on the implementation of evidence-based practices, student engagement, and differentiation strategies. Additionally, feedback from teachers, student self-assessments, and curriculum alignment reviews contribute to a comprehensive understanding of Tier 1 effectiveness, ensuring continuous improvement and support for all learners.

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

The effectiveness of Tier 2 interventions is systematically monitored through ongoing progress monitoring, which occurs every two to three weeks. This frequent monitoring allows for timely identification of students who may not be responding adequately to the intervention. The data collected during progress monitoring are then reviewed collaboratively during grade-level meetings and problem-solving team meetings. In these meetings, educators analyze individual student response to intervention data, examining whether students are making expected gains. If students are not making progress toward proficiency, the team discusses and makes informed adjustments to the intervention. These adjustments might include changing the type of intervention to one that is more closely matched to the student's specific needs, increasing the intensity of the intervention through more frequent or longer sessions, or adjusting the size of the intervention group to provide more individualized attention. This cyclical process of monitoring, analyzing, and adjusting ensures that Tier 2 interventions remain responsive and effective in supporting student learning.

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

Tier 3 interventions, as the most intensive level of support, require diligent and frequent monitoring to ensure they are effectively meeting the needs of students with substantial reading deficiencies. Progress monitoring for Tier 3 interventions occurs at least weekly, providing timely data on student progress. These data are a critical component of the weekly problem-solving team meetings, where educators meticulously analyze each student's growth trajectory and response to the specific intervention. During these meetings, the team not only examines the progress monitoring data but also conducts a collaborative review of several other key factors. This includes an assessment of instructional fidelity to ensure the intervention is being delivered as designed, a review of student attendance to identify any potential factors impacting progress, and a check on intervention integrity to confirm consistency and accuracy in implementation. Based on this comprehensive data analysis, the PST determines whether interventions are having the desired effect. If a student is not progressing toward proficiency, the team collaboratively decides on necessary adjustments. These adjustments may include modifying the intervention strategy, intensifying the frequency or duration of the intervention, or further individualizing the approach to better address the unique needs of each student. Additionally, the team documents all decisions and adjustments to maintain a clear record of the intervention process and ensure continuity of support.

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:
- High level 2* or above on prior year's PM 3:
    - 9th grade - 241 or above
    - 10th grade - 246 or above
- Concordant score achieved for graduation

As with all data-based decisions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data, to make the best possible placement decisions for students.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- Student scores on or approaching grade-level proficiency on the FAST ELA progress monitoring 1 assessments
- Student scores in the proficient green (meets) or blue (exceeds) performance bands (65% to 100%) across multiple district-created Standards-Based Unit Assessments

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?

Schools utilize a structured problem-solving process to continually enhance the effectiveness of Tier 1 instruction. Teachers engage in regularly scheduled collaborative planning meetings, in which they analyze student progress data. This includes daily observations, statewide progress monitoring results, Standards Based Unit Assessments, and formative assessment data. Administrator and district classroom walkthrough data also provide valuable insights into instructional effectiveness. Based on this data, teams plan differentiated strategies to address individual student needs. Furthermore, curriculum adjustments are made, using state assessments and Standards-Based Unit Assessment data, to better align with identified areas of deficiency. Teachers provide detailed feedback on the curriculum after implementing lessons, contributing to ongoing refinement. District-wide trend data from state and unit assessments also informs decisions to embed additional teacher-led small group resources within Tier 1 instruction, providing targeted support.

At the district level, teams analyze broader data sets, gather feedback from schools, and observe classroom practices. This information informs revisions to district-created curriculum resource materials, ensuring they are aligned with best practices and student needs. This cyclical process of data analysis, collaborative problem-solving, and resource refinement ensures continuous improvement in Tier 1 instruction and ultimately supports the success of all students.

Core Instruction

Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
McGraw-Hill StudySync Grades 9-12	2021

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
- Student scores a Level 1 on statewide progress monitoring assessment, plus teacher observation/recommendation
- Student scores in the yellow (developing) or red (not yet), which signifies 65% or below proficiency across multiple district-created Standards-Based Unit Assessments, plus teacher observation/recommendation

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: ● Student scores low-mid level 2 on the previous year's statewide assessment PM 3, plus triangulation of historical and current assessment data and teacher observation/recommendation ○ FAST, program data, ORF ● Student received Tier 2 interventions in the previous year, and the problem-solving team determines that interventions should continue		
Number of times per week interventions are provided: 2-5 times a week, based on fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student **Number of minutes per intervention session:** 15-20 minutes, based on fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student **Course(s) where interventions take place:** ● Intensive Reading ● Research and Critical Thinking		
Supplemental Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program		**Verbiage (as needed)**
District selected and created explicit, systematic, and differentiated instruction for vocabulary and comprehension.	Not identified as meeting strong, moderate or promising levels of evidence.	District selected and created explicit, systematic, and differentiated instruction for vocabulary and comprehension does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations Provide explicit vocabulary instruction. (strong evidence). Provide direct and explicit comprehension strategy instruction. (strong evidence). Make available intensive and individualized interventions for struggling readers that can be provided by a trained specialist. (strong evidence). These recommendations are implemented categorized lessons focused on vocabulary, comprehension, and fluency. Some of the resources that are used to support this work are FL B.E.S.T. book list, Scholastic titles, Sora, and Commonlit. The district will support and monitor implementation of this instructional practice through regular classroom walkthroughs, common planning meetings and professional learning.
SIPPS Plus and Challenge	Moderate	
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)
SIPPS Plus and Challenge	Moderate	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Power Up	Moderate	

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

SIPPS if:

- A student stalls on lesson or set of skills for more than two instructional weeks without mastery
- A student scores below 80% on two or more mastery checks
- A student cannot independently apply decoding or spelling skills taught in earlier lessons
- A student does not increase words correct per minute over four weeks
- A student is unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
- There is a poor response to instruction/intervention or multiple questionable responses to Tier 2 intervention in which student data remains the same or decreases.

District selected and created resources for explicit, systematic, and differentiated instruction for vocabulary and comprehension if:

There is a poor response to instruction/intervention or multiple questionable responses to Tier 2 intervention in which student data remains the same or decreases.

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:

- Student scores a level 1 on previous year's statewide assessment PM 3 and/or at risk on screening assessments, plus triangulation of historical and current assessment data and teacher observation/recommendation
- Student received Tier 3 interventions in the previous year, and the problem-solving team determines that interventions should continue
- Student received Tier 2 interventions previously, and the problem-solving team determines that Tier 3 interventions are needed

Number of times per week interventions are provided: 4-5 days a week, based on fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student

Number of minutes per intervention session: 30-45 minutes based on the fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student

Course(s) where interventions take place: Intensive Reading

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
SIPPS Plus and Challenge	Moderate	

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)
SIPPS Plus and Challenge	Moderate	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

SIPPS Plus	Moderate	

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Data from classroom walkthroughs, progress monitoring, and other assessments are utilized to identify trends and possible intervention adjustments. Problem-solving teams meet to evaluate the fidelity and results of targeted interventions to inform instructional shifts. Parents are included in the problem-solving process and regularly informed of student progress toward intervention goals.

District selected and created resources for explicit, systematic, and differentiated instruction for vocabulary and comprehension if:
- A student is not progressing or demonstrating growth up to at least 2% on an individual pathway
- Progress monitoring data are not indicating what is determined as appropriate growth of at least 2%.

SIPPS if:
- A student stalls on lesson or set of skills for more than two instructional weeks without mastery
- A student scores below 80% on two or more mastery checks
- A student cannot independently apply decoding or spelling skills taught in earlier lessons
- A student does not increase words correct per minute over four weeks
- A student is unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
- There is a poor response to instruction/intervention or multiple questionable responses to Tier 2 intervention in which student data remains the same or decreases.
- A student is unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation

The problem-solving team agrees that the interventions are not frequent and intensive enough and need to continue with increased intensity and frequency.

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

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

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

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

Name of Professional Learning	Target Audience	Description
Structured Literacy Lab	Grade K-5 Teachers	To support the Science of Reading (SoR), the Structured Literacy L.A.B. is a three-day face to-face series that focuses on enhancing K-5 teachers' and coaches' understanding of syllabication, spelling, morphology rules, and multisensory instruction based on a structured literacy approach. The session provides participants with the knowledge to understand and practice highly effective, research-based instructional practices before implementing them in their classrooms. The session emphasizes the application of the multisensory manipulatives provided to all elementary schools.
B.E.S.T. ELA Secondary Overview	Grades 6-12 ELA and Reading Teachers, Coaches, Administrators	An online asynchronous course was created for teacher completion focused on Systematic and Explicit Reading Instruction that may be used for re-certification purposes outlined for specific subject areas.
Facilitated Planning Days	Grades 6-10 ELA and Reading Teachers, Coaches, Administrators	Teachers for each assessed area come together as collaborative teams to plan for upcoming content with guidance from district program specialists. Teachers use their data to drive instructional shifts and benchmarks to focus plans for enrichment and reteaching opportunities. Breakout sessions are provided for intervention instruction, planning, and support.
Elementary ELA Coach Meetings	Grades K-5 ELA Coaches/Teacher Leaders	To support the district-wide focus on student literacy and the Science of Reading, ELA coaches attend full-day ELA coach meetings. These sessions delve into the components of effective reading instruction, aligned with the Science of Reading, and provide practical strategies for classroom application. Breakout sessions are provided for intervention instruction, planning, and support.
Science of Reading Sessions	Grades K-5 ELA Teachers	To ensure the knowledge gained from the Elementary ELA Coach Meetings is transferred into instructional practice, and for district-wide consistency, content shared at the coach meetings is facilitated by each school-based coach on designated Wednesday afternoons. These valuable Wednesdays expand the support for classroom instruction aligned to the Science of Reading for all K-5 Teachers.

Secondary Instructional Leadership Institute	Middle School Principals, ELA Assessing Administrators, District Administrators	The Secondary Instructional Leadership Institute is designed to significantly enhance literacy instruction and achievement for adolescent learners. It equips instructional leaders with practical routines and strategies that can be seamlessly integrated across content areas. Participants gain a comprehensive understanding of effective literacy instruction, learn how to support teachers in implementing these strategies, and develop the skills necessary to foster a school-wide culture of literacy across all disciplines.
Morphology Series for Secondary	6-12 Teachers, Coaches, Administrators	This series provides a foundation for morphological awareness within the secondary classroom.
Elementary Instructional Leadership Institute	Elementary Principals	This Institute provides a comprehensive understanding for elementary administrators to support their understanding of the Science of Reading and structured literacy in order to lead literacy instruction on their campus.

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.
VPK lead teachers are required to complete either the 15-hour emergent literacy coursework or Reading Endorsement Comp 1 to deepen their understanding of foundational literacy skill development critical for preschoolers before they enter kindergarten. This ensures educators are equipped with effective strategies to support early literacy growth.

To maintain continuous improvement in literacy instruction, VPK lead instructors refresh their knowledge of emergent literacy skills every five years by completing the 15-hour emergent literacy requirement again. This ongoing development helps educators stay current with best practices in early reading instruction.

Additionally, VPK lead instructors attend quarterly training sessions on early literacy development and effective use of assessment data to inform instruction. These sessions focus on analyzing student performance data to refine small group differentiated instruction, ensuring targeted support tailored to each child's learning needs.

This structured approach to professional learning ensures that PreK educators are well-prepared to foster strong literacy foundations in early learners, equipping them with the necessary tools to succeed in kindergarten and beyond.

Differentiated Professional Learning
Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.
Schools create tailored professional learning plans to address their specific needs. These plans include targeted support for teachers, designed based on an analysis of progress monitoring data. In addition, teachers may receive individualized, side-by-side coaching, which is arranged upon request and depends on the availability of district program specialists with expertise in the relevant content area and grade level.

To support administrators and coaches in their professional learning initiatives, the district provides opportunities for them to participate in district-wide Principal and Assistant Principal meetings for their school level, as well as leads/coach meetings. Many professional learning sessions offer choice options, allowing participants to select topics that align with their data-driven needs or identified areas for growth.

Mentor Teachers
Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.
The OCPS Talent and Acquisition team provides Clinical Educator training to equip mentor teachers with the four essential skills necessary to provide strategic support to new teachers. Additionally, year-long support and professional learning are offered to Lead Mentors at each school to enhance mentor development at the school level across the district. Schools select mentor teachers based on the expertise and needs of their teachers and staff and verify appropriate mentor placement. These mentor teachers may also serve as model classrooms on their campuses or will assist in the identification of teachers who will serve as such.

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

Professional learning may occur weekly within collaborative planning meetings or after school on Wednesdays during school-wide PLC meetings, based on school discretion and schedule. Additional district provided professional learning is ongoing throughout the school year.

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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
Read2Succeed	K-2	Through the Read2Succeed program, paid tutors deliver targeted vocabulary and comprehension instruction. Students not only strengthen their reading skills but also build personal libraries, as they are encouraged to keep the books after completing them with their tutors.
UCF College of Education (COE)	K-3	OCPS collaborates with UCF to hire current College of Education (COE) students to provide SIPPS instruction to identified struggling readers.

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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.

OCPS takes a centralized approach to supporting families of students with a significant reading deficiency. Parents will be notified through the Parent Square communication platform.

Parent Communication of Read-At-Home Plan
Orange County Public Schools (OCPS) has a local Read-At-Home Plan that incorporates all FDOE resources as well as local resources. The 2025-26 plan will be posted to the district website and linked to the OCPS Current Families Guide. Annually, the OCPS Read-At-Home Plan is shared with all families. In addition, the

OCPS Read-at-Home Plan link will be incorporated into parent communication to families of students with a significant reading deficiency from Parent & Family Engagement, MTSS, ESE, and Multilingual Services departments.

Parent Academies and Training
The Family and Community Engagement team provides specific district-wide sessions, in collaboration with other departments, that are designed to help support students with literacy at home. These sessions include sample activities that parents can use to help their students at home to accelerate reading.

Annual Virtual Parent Mini-Academy session topics include, but are not limited to:
- Reading at Home: Tips for Elementary, Middle, and High School Families
- The Family that Reads Together, Succeeds Together
- Literacy Strategies for Dyslexia and Related Reading Difficulties
- Virtual Family Literacy Night
- Multilingual Storytelling Nights (Bilingual English | Spanish, English | Portuguese, English | Haitian Creole)
- 10 Ways You Can Support Your Child with Reading in PreK-2nd Grades
- 5 Ways You Can Support Your Child with Reading in 3rd-5th Grades ● Summer Slip & Slide: Are You Reading?
-

Beyond district-wide sessions, all Title I elementary schools are required, and all non-Title I elementary schools are encouraged, to host and promote an annual Literacy Night. This event is open to all families, with a particular focus on those of students experiencing significant reading deficits. Furthermore, all Title I elementary schools are also required to host an Early Literacy Night, designed to equip families with foundational skills routines for phonics and phonemic awareness to use at home.

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).

District eBook Resources
There are many resources provided that support students with literacy at home. All OCPS students have access to eBooks 24/7 through LaunchPad applications, including Destiny Discover and Sora, which provide periodicals as well as fiction and non-fiction titles. Through the district's partnership with the Orange County Library System (OCLS), students can also check out a plethora of eBooks, audiobooks, and more through their OCLS Virtual Library Card. Parents with an OCLS Library Card can join their students in reading eBooks through OverDrive (the public library version of Sora) and also participate in the library's Beanstack challenges.

District eResources for Literacy
All students and families can access student textbooks anytime, anywhere, via LaunchPad. Elementary students benefit from McGraw-Hill Education's Wonders digital tool, which offers leveled readers as eBooks with integrated audio, highlighting, and note-taking features. The Wonders platform further enriches learning with thousands of additional readers, hundreds of games, interactive texts, videos, **songs, a digital** Writer's Notebook, research projects, and a wealth of optional resources to extend lessons and cater to student interests. Secondary students and families utilize Amplify Florida for grades 6-8 and McGraw-Hill's StudySync for grades 9-12 for their digital texts and resources.

New Worlds Reading Initiative
Partnering with the Florida Department of Education, OCPS promotes the New Worlds Reading Initiative. All students with a substantial reading deficiency are annually notified. The district will use Parent Square for central communication, complemented by Title I schools distributing flyers and making personal calls to eligible families. Staffing specialists also inform families of ESE students with relevant disabilities, and ESOL

Compliance Specialists encourage newcomer families to request books for at-home reading in their home language.

Bedtime Books
Kindergarten and first grade students with a substantial reading deficiency who attend the lowest twenty percent of schools in the district, have the opportunity to participate in Bedtime Books. Bedtime Books provides structured shared reading training for parents, with specific strategies that can be used at home when they read aloud to their child. Participating parents are provided with a book series specifically designed to encourage reading with their child and discussing the story. The district monitors participation in Bedtime Books using a custom list that reports the number of minutes each family logs in a district online application (Beanstack).

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.

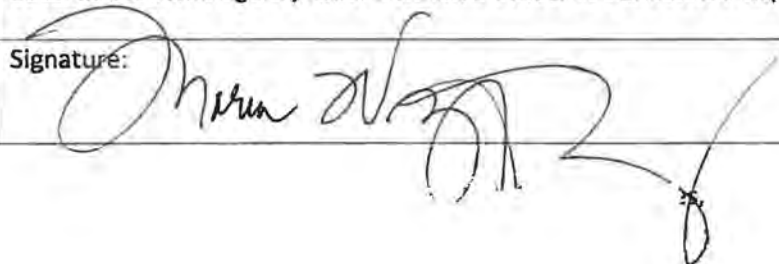## 9) Highly Effective Teachers

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

To support the assignment of highly effective teachers in grades K-2, OCPS has created a Professional Learning Dashboard that outlines Science of Reading and Structured Literacy courses that all teachers have attended. This allows principal leaders and school administrators to make strategic decisions when determining placement of teachers in grades K-2, to ensure the most qualified and knowledgeable teachers are in classrooms to build foundational reading skills. School administrators also have access to a list of reading endorsed teachers on their campus to support placement. With the new 40-hour developmental literacy requirement, more teachers are gaining valuable training related to the Science of Reading to ensure they are well-equipped to support students in the classroom. Teacher evaluations including instructional practice observations and student growth scores also help facilitate conversations around placement in grades K-2. During the year, our district leverages a walkthrough tool that captures look-fors for foundational skills routines, whole group, small group, and extended practice opportunities to help determine the effectiveness of teacher practice and identify areas of growth that could result in teacher placement shifts.

	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:
	7-29-25