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	Vanessa De La Peña	vdelapena@dadeschools.net	305-995-3122
Data Element	Omar Riaz	omarriaz@dadeschools.net	305-995-2943
Third Grade Promotion	Omar Riaz	omarriaz@dadeschools.net	305-995-2943
Multi-Tiered System of Supports	Try K. Diggs	trykai@dadeschools.net	305-995-1405
Other (VPK)	Lynn M. Maceyras	maceyras@dadeschools.net	305-995-7631

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	$2,293,405.50	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	$3,113,190.00	
Third grade summer reading camps	$2,300,000.00	
Summer reading camps		
Secondary Expenses		
Literacy coaches	$2,293,405.50	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	$1,200,000.00	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	$259,422.63	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities	$15,000.00	
Other – Please Describe. Add additional rows as needed.		
Support Personnel for Tier 2 and Tier 2 Interventions	$224,000.00	
Estimated Sum of Expenditures	$11,698,423.63	

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	1	1	92	93%

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

To foster high-quality interactions and significantly improve literacy outcomes for Voluntary Prekindergarten (VPK) students, we will implement a data-driven approach to program support. Program Designation data is reviewed, and schools are tiered based on their performance. Schools identified as "Below Expectations" or "Unsatisfactory" receive intensive, targeted support. This includes the development of a comprehensive Action Plan designed to enhance literacy instruction. Furthermore, those with a designation of "Unsatisfactory" are Providers On Probation (P.O.P.) schools and require additional interventions, including a staff development plan.

All schools will receive hands-on, in-class training and support through the coaching of Curriculum Support Specialists. All VPK teachers will engage in self-reflective practice of the CLASS scores received and analyze each domain, dimension, and indicator to determine where program quality can be improved. As a district department, we use collective information to design intentional professional learning sessions in large groups or small groups, as needed.

All Miami-Dade County Public Schools VPK teachers are certified with a Florida Educator License. To further bolster their expertise, targeted professional learning opportunities are provided, informed by an analysis of FAST data. Individual student scores are thoroughly analyzed to pinpoint areas of deficiency. For students demonstrating significant deficiency in early literacy, a Progress Monitoring Plan is executed to provide additional, individualized support.

VPK students who continue to show significant deficiencies by scoring below the 25th percentile on the final administration of the coordinated screening and progress monitoring (PM3) or who had a non-participation status of "assessment inappropriate", "failed practice," or "non-English speaker" pursuant to Rule 6A-6.0530, Florida Administrative Code, will be eligible for VPK Summer Bridge services. The insights gained from this targeted support will also serve as a crucial baseline for kindergarten teachers, facilitating a seamless transition and continued instructional support for these students.

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**	**Goal for Plan Year – % of Students Scoring**	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**
	Level 1	**Level 1**	**Levels 3-5**	**Levels 3-5**
K	20	18%	58	62%
1	27	24%	57	61%
2	27	24%	50	57%
3	18	16%	64	66%
4	18	16%	64	66%
5	15	14%	65	67%
6	15	14%	67	68%
7	16	14%	67	68%
8	17	15%	65	67%
9	18	16%	63	65%
10	18	16%	63	65%

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	The district monitors state and local assessment data from FAST, supplemental technology programs, and in-program assessments. This data is analyzed at the district level after each assessment period and shared with stakeholders through Performance Matters and Power Business Intelligence (Power BI).	Schools monitor state and local assessment data from FAST, supplemental technology programs, and in-program assessments. The Literacy Leadership team analyzes data after each assessment period at the school level by grade, teacher, and student. The Department of English Language Arts monitors the implementation of the District's CERP at the district and school level.
Actions for continuous support and improvement	The following actions are implemented for continuous support and improvement: live and pre-recorded professional learning, including Literacy Learning Labs for teachers and reading contacts; on-site school support by district personnel; virtual on-demand support; and monthly communication through an ELA newsletter to all Literacy Leadership Team members. Collaboration with the Bilingual Education, Exceptional Student Education, and Assessment departments takes place to ensure that the needs of all stakeholders are represented. The district also collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to plan effective professional learning for coaches and teachers.	The following actions are implemented to ensure continuous support and improvement: professional learning sessions attended by LLT members and teachers, including Literacy Learning Labs; on-site professional learning communities (PLCs), strategic planning sessions, literacy instructional coach support, and extended learning services for students. The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to provide on-site school support to identified RAISE intensive schools.
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	The district monitors state and local assessment data such as FAST, supplemental technology programs, the NWEA MAP Growth Assessment, the READ 180 Code Placement Assessment, and in-program assessments. This data is analyzed at the district level after each assessment period and shared with stakeholders through Performance Matters and Power Business Intelligence (Power BI).	Schools monitor state and local assessment data such as FAST, supplemental software, the NWEA MAP Growth Assessment, the READ 180 Code Placement Assessment, and in-program assessments. The Literacy Leadership Team (LLT) analyzes data after each assessment period at the school level by grade, teacher, and student. The Department of English Language Arts monitors the implementation of the district's CERP at the district and school level.
Actions for continuous	The following actions are implemented for continuous support and improvement: live	The following actions are implemented to ensure continuous support and

support and improvement	and pre-recorded professional learning, including Instructional Content Academic Development (ICADs) for curriculum leaders and Literacy Content Academies (LCAs) by content cohorts for teachers; on-site school support by district personnel; virtual on-demand support; and monthly communication through newsletters. Collaboration with the Bilingual Education, Exceptional Student Education, and Assessment departments takes place to ensure that the needs of all stakeholders are represented. The district also collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to plan effective professional learning for coaches and teachers.	improvement: professional learning sessions attended by LLT members and teachers, including ICADs; on-site professional learning communities (PLCs); strategic planning sessions; literacy instructional coach support; and extended learning services for students. The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to provide on-site school support to identified RAISE intensive schools.
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	The district monitors state and local assessment data such as FAST, the NWEA MAP Growth Assessment, and the READ 180 Code Placement Assessment, as well as in-program assessments. This data is analyzed at the district level after each assessment period and shared with stakeholders through Performance Matters and Power Business Intelligence (Power BI).	Schools monitor state and local assessment data such as FAST, the NWEA MAP Growth Assessment, the READ 180 Code Placement Assessment, as well as in-program assessments. The Literacy Leadership Team (LLT) analyzes data after each assessment period at the school level by grade, teacher, and student. The Department of English Language Arts monitors the implementation of the district's CERP at the district and school level.
Actions for continuous support and improvement	The following actions are implemented for continuous support and improvement: live and pre-recorded professional learning, including Instructional Content Academic Development (ICADs) for curriculum leaders and Literacy Content Academies (LCAs) by content cohorts for teachers; on-site school support by district personnel; virtual on-demand support; and monthly communication through newsletters. Collaboration with the Bilingual Education, Exceptional Student Education, and Assessment departments takes place to ensure that the needs of all stakeholders are represented. The district also collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to plan effective professional learning for coaches and teachers.	The following actions are implemented to ensure continuous support and improvement: professional learning sessions attended by LLT members and teachers, including ICADs; on-site professional learning communities (PLCs); strategic planning sessions; literacy instructional coach support; and extended learning services for students. The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to provide on-site school support to identified RAISE intensive schools.

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

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

- Literacy coaches are provided with the time, preparation, and ongoing support needed to effectively fulfill their role.
- Standards-aligned reading, writing, speaking, and listening instruction is systematically integrated throughout the day across all subject areas.
- All students have access to a rigorous, evidence-based curriculum for reading and writing, and teachers implement the curriculum with fidelity, as evidenced by site-based monitoring data.
- Tier 3 interventions are provided one-on-one or in very small groups and are delivered only by reading-endorsed or certified teachers. Tier 2 and Tier 3 students in grades 6–12 are placed in an intensive reading course using a "strong" Every Student Succeeds Act (ESSA)-rated, evidence-based curriculum.
- School-based administrators receive regular professional learning on the science of reading and evidence-based literacy instruction, materials, and assessment.
- Principals, along with LLT members, school site administrators, and other instructional personnel, provide training to support teachers in integrating phonological awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies through an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

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

- The district is launching a comprehensive initiative to accelerate student achievement for students scoring at FAST Levels 4 and 5 by providing above-grade-level learning opportunities that strengthen instructional rigor. This initiative will expand access to advanced coursework beginning in elementary school and provide targeted academic enrichment to support more students in reaching the highest levels of reading proficiency.
- Develop a tiered professional learning plan for teachers, instructional coaches, and administrators for the 2026–2027 school year that prioritizes foundational skills instruction in VPK–Grade 3 using evidence-based methodologies and strategies to close achievement gaps for all students.
- Continue providing teachers with in-depth professional learning and job-embedded training on Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.), using core instructional materials to equip teachers with tools to remediate and accelerate student learning.
- Strengthen school-site administrators' knowledge and application of the Science of Reading to support effective literacy instruction.
- Continue to ensure all students have access to a rigorous, evidence-based curriculum for reading and writing, and that teachers implement the curriculum with fidelity, as evidenced by site-based monitoring data.
- Continue providing monthly professional learning and targeted job-embedded support to instructional coaches utilizing the Just Read, Florida Coaching Model.
- The district will continue to provide additional training on analyzing and applying data from the Coordinated Screening and Progress Monitoring System across all tiers of instruction.

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

The principal monitors the implementation of the school-level reading plan through weekly walkthroughs using the Framework of Effective Instruction (FEI), along with data from core instruction and intervention progress monitoring assessments. All administrators have access to teacher and student reading data gathered through formative and diagnostic assessments via the district's internal data platforms. Observational data collected during core and intervention instruction is shared with teachers within one day of the walkthrough. Data is used to guide ongoing instructional conversations, and decisions are made collaboratively at the school, region, and district levels to support the needs of students.

4. **In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.**

Progress monitoring data is obtained through Performance Matters and Power BI and is analyzed on an ongoing basis by school-based administrators to guide instruction and address student needs. Action and support plans are developed collaboratively with teachers based on identified areas of need, providing targeted guidance to strengthen instructional delivery and improve student outcomes.

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

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

1. **Is the district using the Just Read, Florida! literacy coach model 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.**

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

The Just Read, Florida! coaching model is communicated to principals through professional learning. After initial professional learning is provided to principals, the coaching model is reinforced through the following structures:

- Scaled Leadership professional learning
- Principal instructional rounds
- ELA monthly newsletters
- District-led monthly coaching and teacher leader meetings
- Mid-year reflection meetings
- End-of-year reflection meetings
- Synergy Summer Professional Learning Conference
- Leader2Leader sessions

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

Miami-Dade County Public Schools implements a multi-tiered support plan for literacy coaches to ensure they can effectively fulfill their roles. Coaching is a strategic, systematic approach to improving student learning by focusing on core instructional practices. It is centered on planning, enacting, reflecting on, and refining instruction based on evidence of student learning. Literacy coaches play a central role in supporting ongoing job-embedded professional learning at the school level by facilitating reflective practice among teachers through individual and group coaching sessions as well as school-based meetings.

- The district supports literacy coaches through a variety of strategies, including:
- In-depth professional learning aligned to the Just Read, Florida! coaching model
- Training on the implementation of Florida's B.E.S.T. Standards using district core instructional materials

- Data analysis support focused on the use of progress monitoring data to guide instruction and classroom walkthroughs aligned to effective instructional practices
- Participation in ongoing coaching networks and district-led meetings
- Access to a wide range of instructional resources to support coaching and teacher development
- Job-embedded professional learning provided by district content experts on the implementation of the coaching model

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

The scope of work for literacy coaches includes a range of professional learning opportunities designed to support high-impact practices. Coaches participate in professional learning throughout the school year to develop a strong understanding of the district's internal data platform, with a focus on ensuring equity and access for all students. Sessions provide guidance on data collection, data analysis, and facilitating data chats with teachers.

This supports coaches in collaborating with teachers during planning to address student needs and inform instruction. A personalized action plan is developed in collaboration with the school based on data and classroom observations. The plan includes targeted professional learning, job-embedded support, and ongoing coaching aligned to identified areas of need.

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

The district monitors implementation of the coaching model through a district-created coaching log aligned to the Just Read, Florida! coaching model (observe, co-teach, confer, study research, and reflect on practice). Coaching logs are uploaded weekly to a shared OneDrive folder accessible to all stakeholders. These logs are reviewed bi-weekly by the school's administrative team and used to inform professional learning sessions.

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

The effectiveness of literacy coaches is measured through student performance data, monitoring of coaching calendars and logs, reflection meetings with school-site administrators, and evidence of coaching practices in teachers' classrooms.

4) Assessment, Curriculum and Reading Instruction

A. **Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)**K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:

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

to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.

- **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

1. **How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?**

The district ensures that its reading curriculum and instructional practices align with Florida's English Language Arts (ELA) standards, including the expectations outlined in Florida's Formula for Reading Success. This alignment ensures that all students, regardless of background or learning needs, have access to high-quality, evidence-based reading instruction.

The district provides ongoing professional learning for teachers to strengthen their knowledge and application of evidence-based reading instruction, including strategies to support students with disabilities and English Language Learners (ELLs). These opportunities include training on effective instructional practices, assessment use, and differentiation strategies.

Miami-Dade County Public Schools (M-DCPS) aligns K–12 reading instruction with Florida's Formula for Reading Success through district assessment and decision trees, which also include guidance for ELLs and students with disabilities to ensure appropriate placement and support. In-program progress monitoring tools are used to evaluate the effectiveness of implementation.

District implementation is further supported and monitored through master schedule reviews, analysis of progress monitoring data across all tiers of instruction, the use of walkthrough tools, and ongoing professional learning and support as needed.

These efforts are aligned with the M-DCPS Strategic Plan priorities of Student Achievement, Effective Educators, Data-Driven Decision Making, and Equity and Access. By investing in professional learning and instructional leadership, the district ensures that all educators are equipped to meet the literacy needs of every student and close achievement gaps.

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.**

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

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

In Pre-K ESE classrooms, a comprehensive process is employed to address the diverse needs of all learners. This approach integrates the Pyramid Model and Multi-sensory Early Language Development (MELD) within the MTSS framework. The Pyramid Model provides a tiered framework for promoting social-emotional competence, while MELD emphasizes sensory strategies to enhance early language development.

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

There are two M-DCPS VPK curriculum resources for the 2026-2027 school year: The Creative Curriculum for Pre-K in Title I and fee-based programs and HighScope in Inclusion and Head Start classrooms. Head Start classrooms also utilize SEEDS of Learning as a supplemental curriculum, with a focus on literacy. Student progress in Head Start is measured via COR Advantage, which provides standards-based data to assist teachers in guiding instruction and differentiation. All VPK programs receive supplemental instruction through the Waterford Smart Start curriculum, a technology-based learning platform.

Pre-K ESE in M-DCPS utilizes the Teaching Early Language and Literacy through Multimodal Expression (TELL ME) program which is a classroom-based approach designed to support early language and literacy development in preschool students, particularly those who use augmentative and alternative communication (AAC). TELL ME focuses on teaching a small set of high-frequency core vocabulary words that children use throughout the day. The program employs research-supported strategies, including repeated readings of carefully selected storybooks.

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 with a substantial deficiency in early literacy skills as demonstrated on the FAST Star Early Literacy Progress Monitoring PM2 score, will receive a Progress Monitoring Plan (PMP) to ensure intentional planning for the student and monitor closely the progress towards kindergarten readiness. Students scoring below the 10th percentile are considered Tier 3, while students scoring between the 10th and 24th percentile are considered Tier 2. Although the state only requires a PMP for Tier 3 students, M-DCPS has developed a plan to ensure the monitoring of fragile students in Tier 2. Based on the Renaissance Star Record Book Report, students in Tier 2 and Tier 3 are provided with intervention on Emergent Literacy, Language and Vocabulary, and Early Numeracy. Teachers intentionally plan towards meeting the needs of these learners by reinforcing skills and scaffolding where needed during teacher-led small group instruction and throughout the day with quality interactions (feedback loops, making connections to the real world, and scaffolding). Additionally, students in Tier 3 are provided additional support through a targeted Waterford playlist that aligns with the benchmarks the teacher is working on during teacher-led small group and those quality interactions. Participating families additionally receive access to Waterford for reinforcement at home.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Curriculum Associates i-Ready Inform Reading Assessment	☐ 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 (3rd Grade) ☐ Annually ☐ As Needed ☒ Other (2 x Year for Grades K-2; 4-5)

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?**
Curriculum Associates	☐ VPK ☐ PreK ☒ Grade K	☐ Oral Language ☒ Phonological Awareness	☒ Screening ☐ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
i-Ready Literacy Tasks	☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year (3rd Grade) ☐ Annually ☒ As Needed ☐ Other

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?**
McGraw-Hill Wonders Progress Monitoring 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 (3rd Grade) ☐ Annually ☐ As Needed ☐ Other (2 x Year for Grades K-2; 4-5)

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?**
McGraw-Hill Wonders Progress Monitoring 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 (3rd Grade) ☐ Annually ☐ As Needed ☐ Other (2 x Year for Grades K-2; 4-5)

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?**
Voyager Passport	☐ 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 (3rd Grade) ☐ Annually ☐ As Needed ☒ Other (3 x Month)

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

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

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

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

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

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

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

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in grades K–3 who may require Tier 2 or Tier 3 reading interventions. Students are identified as having a reading deficiency if they meet one or more of the following criteria: retention in a previous grade; performance one or more grade levels below expectation on the i-Ready Inform Reading Assessment; scoring below the 25th percentile on the FAST Star Early Literacy/Reading Assessment in grades K–2 or the FAST Reading Assessment in grade 3; or earning a Level 1 on the previous year's FAST Progress Monitoring 3 (PM3) assessment.

The district develops and annually updates an Assessment/Curriculum Decision Tree that administrators and school-based teams use to analyze student data and determine appropriate intervention placement. PM3 data is reviewed to identify students who may require intervention services and to support preliminary placement decisions for the upcoming school year. Administrators receive training and ongoing district support to ensure consistent implementation of the Decision Tree and accurate placement of students into Tier 2 or Tier 3 interventions.

Once the school year begins, additional data is collected and reviewed through the MTSS process, including i-Ready Inform Reading Assessment, McGraw-Hill Wonders Progress Monitoring assessments, Voyager Passport assessments, classroom performance tasks and assignments, and teacher observations. Student progress is monitored regularly, and intervention intensity and placement are adjusted as needed based on individual student performance and response to intervention.

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

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in grades 4–5 who require Tier 2 or Tier 3 reading interventions. Students are identified as having a substantial reading deficiency if they meet one or more of the following criteria: retention in a previous grade, performance one or more grade levels below expectation on the i-Ready Inform Reading Assessment, or earning an ELA Level 1 or Level 2 scale score on the FAST ELA Reading Assessment.

The district develops and annually updates an Assessment/Curriculum Decision Tree that provides criteria for identifying students in need of additional reading support and determining appropriate Tier 2 or Tier 3 intervention placement. School administrators and instructional teams use assessment data to review student performance and make intervention decisions. Administrators receive training and ongoing district support to ensure consistent implementation of the Decision Tree and accurate student placement.

Early identification and placement of students requiring intervention is encouraged for each upcoming school year. Once current-year assessment data becomes available, student placements are reviewed and adjusted as needed. Through the MTSS process, student progress is monitored regularly, and intervention intensity is modified based on individual student response to instruction and intervention.

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

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

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify and support students in grades K–3 who exhibit characteristics of dyslexia. Students demonstrating characteristics of dyslexia are identified within the subset of students with a substantial reading deficiency.

Identification begins with the review of multiple data sources, including the FAST Star Early Literacy/Star Reading Assessment and i-Ready Inform Reading Assessment. Students may also be identified through progress-monitoring data, formative assessments, and teacher observations indicating significant deficits in one or more reading components, including phonological awareness, phonics, vocabulary and oral language, fluency, and comprehension.

Students identified as at risk are administered the i-Ready Literacy Tasks, which serve as the district's dyslexia screener. Screening results are reviewed by the school-based MTSS team to determine the presence of characteristics of dyslexia and the need for intensive intervention.

Students identified with characteristics of dyslexia are provided Tier 3 intervention services, including an additional 210 minutes of weekly reading intervention. The district utilizes a structured literacy approach grounded in the Science of Reading and Orton-Gillingham methodologies through evidence-based intervention programs such as Voyager Passport. Student progress is monitored regularly through MTSS data reviews to evaluate response to intervention and determine whether instructional adjustments are needed.

Parents are notified through a Tier 3 intervention letter that explains the identified characteristics of dyslexia, the student's intervention plan, and available family support resources. The student's i-Ready Inform Report for Families and the district's Read-at-Home resources are provided to support ongoing literacy development.

For students who do not demonstrate adequate progress despite Tier 3 intervention, the MTSS team convenes a Student Support Team (SST)/Tier 3 meeting that includes members of the Leadership and Learning Team, the School Psychologist, intervention specialists, and other relevant personnel. The team reviews intervention data and determines appropriate next steps. When warranted, and with parent consent, a comprehensive evaluation may be conducted to determine eligibility for special education services under an Individualized Education Plan (IEP). The team may also consider eligibility for accommodations through a Section 504 Plan when appropriate.

3b. Students with characteristics of dyslexia require additional screening pursuant to s. 1008.25(9), F.S. List the screener(s) utilized.

The i-Ready Literacy Tasks are utilized as a supplemental dyslexia screener for students identified as at risk on the i-Ready Inform Reading Assessment. These tasks provide targeted diagnostic insight into key foundational reading components associated with characteristics of dyslexia, including phonological awareness, phonics, decoding, and word recognition. The literacy tasks are administered for deeper analysis of specific skill deficits that may not be fully captured through the i-Ready Inform Reading Assessment screener alone. Following a comprehensive review of the dyslexia screening data, including results from the

i-Ready Literacy Tasks, students demonstrating characteristics of dyslexia are provided with targeted intervention supports. Identified students are automatically enrolled in the Voyager intervention program, which delivers explicit, systematic, and multisensory instruction aligned to their identified areas of need. Progress is then monitored regularly through ongoing assessments to ensure appropriate instructional adjustments and student growth.

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

The effectiveness of Tier 1 instruction in grades K–5 is monitored through formal and informal classroom walkthroughs, formative assessment data, and student work samples. School-based administrators and instructional coaches meet on a quarterly basis to review this data to identify instructional strengths and areas of need. Identified needs are addressed through professional learning, Professional Learning Communities (PLCs), data meetings, and targeted instructional coaching support. Teachers collaborate with administrators and coaches to adjust instructional strategies, develop action plans, and implement evidence-based practices within Tier 1 instruction. Progress is continuously monitored to determine the effectiveness of these adjustments and to ensure ongoing improvement in student outcomes.

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

Tier 2 interventions are monitored through Voyager assessment data, including Adventure Checkpoints (Passport), which are administered in Lessons 5 and 10 of each Adventure (unit) to identify student differentiation needs based on targeted skills and standards. In addition, Placement Tests (Passport and Reading Rangers) are used to determine appropriate instructional levels, and Comprehension Checks (Reading Rangers) provide ongoing data on student understanding of reading passages.

School-based administrators and instructional coaches review data bi-monthly to identify students not meeting expected progress. When needs are identified, interventions are adjusted through regrouping students, modifying instructional strategies, and providing targeted coaching support to teachers.

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

Tier 3 interventions are monitored through Voyager assessment data, including Adventure Checkpoints (Passport) and Placement Tests (Passport and Reading Rangers). These data are used to inform instructional decision-making, guide targeted interventions, and support teachers in adjusting instruction based on student need within the MTSS framework. These tools provide ongoing diagnostic information to closely monitor student progress and instructional response.

School-based administrators, literacy coaches, and intervention teachers engage in bi-monthly data reviews to identify students who are not demonstrating adequate progress despite Tier 2 supports. A structured problem-solving process is implemented through collaborative data meetings to determine instructional next steps. Adjustments may include increased instructional time, smaller group instruction, modified pacing, and intensified, evidence-based interventions. Walkthroughs and coaching support are used to ensure fidelity of implementation, and student progress is continuously monitored to evaluate effectiveness and guide further instructional decisions.

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:
Students who attained a Level 3 or higher on the prior year's FAST PM3 assessment and/or placed at or above grade level on the current year's i-Ready Inform Reading Assessment AP1.

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
The performance criterion for determining that Tier 1 instruction is adequate is achieving a score of at least 80% on grade level on the McGraw-Hill Wonders Progress Monitoring Assessments, along with demonstrating mastery of i-Ready on-grade-level lessons with a minimum passing rate of 75%.

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

Name of Program	Year of Program Adoption
McGraw Hill Wonders	2026

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
The performance criteria that prompt the addition of Tier 2 intervention include FAST Level 1 on PM2, consistently scoring below 70% on the McGraw Hill Wonders assessments, scoring below grade level on any i-Ready Inform Reading Assessment or not meeting a minimum passing rate of 75% on the i-Ready on-grade-level lessons.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

- **Grades K–3:** Students who scored a Level 1 on the previous year's FAST PM3 assessment or below the 25th percentile on PM1, or who performed one or more grade levels below on any i-Ready Inform Reading Assessment.
- **Grades 4–5:** Students who score a Level 2 on the FAST PM3 assessment or who perform one or more grade levels below on any i-Ready Inform Reading Assessment.

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

Number of minutes per intervention session:
30 minutes per session

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 Voyager Passport (Grades K–5): Teacher-led small-group instruction.	ESSA Tier 1 Strong Evidence	

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)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

Voyager Passport incorporates multisensory strategies by engaging visual, auditory, and kinesthetic modalities. Students practice saying sounds while writing letters, use letter tiles to build words, and participate in repeated oral blending and segmenting activities to strengthen sound-symbol connections. These explicit, systematic, and structured activities support students with reading difficulties and characteristics of dyslexia by reinforcing decoding, spelling, and reading fluency skills.

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Demonstrates a negative response to intervention by scoring below 80% on the Lexia Voyager Passport in-program intervention assessments, consistently scoring below 60% on the McGraw Hill Wonders assessments, performing below grade level on any i-Ready Inform Reading Assessment, or failing to achieve a minimum passing rate of 75% on i-Ready Pathway lessons.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

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

- K- 5 student retained the prior school year; or
- K-2 student scoring below the tenth (10_{th}) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system; or
- Grade 3 student scoring below the twentieth (20_{th}) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system; or
- K-5 student scoring a Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system; or
- K-5 student who is two grade levels below on any i-Ready Inform Reading Assessment.

Number of times per week interventions are provided:

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

Number of minutes per intervention session:

20-30 minutes

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Lexia Voyager Passport (Grades K–5): Teacher-led small-group instruction.	ESSA Tier 1 Strong Evidence	
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)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Voyager Passport uses multisensory strategies by engaging visual, auditory, and kinesthetic learning modalities. Students practice saying sounds while writing letters, use letter tiles to build words, and participate in repeated oral exercises to strengthen sound-symbol connections. These explicit, structured activities support decoding, spelling, and reading fluency for struggling readers.		

7. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: Third-grade students attending Summer Reading Camp receive five weeks of full-day reading instruction from 8:30 AM to 1:50 PM. Instruction includes reading comprehension strategies, vocabulary development, phonics, and word study. Students participate in two small-group rotations, each lasting 20 minutes, including a teacher-led center, a technology center, and an independent learning center to provide targeted, differentiated instruction. This structure ensures engaging, targeted instruction tailored to meet the needs of each student.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): The district will provide five weeks of instruction to Grade 3 students who scored Level 1 on FAST PM3. An instructional framework has been created to assist teachers with bell-to-bell instruction, which includes a full day of reading instruction using *Exploring Reading* and *Building Vocabulary* from Teacher-Created Materials. Both programs utilize the Gradual Release of Responsibility model to teach reading strategies and skills explicitly and systematically.

Exploring Reading and *Building Vocabulary* from Teacher-Created Materials do not meet strong, moderate, or promising levels of evidence; however, they are supported by recommendations from the What Works Clearinghouse Practice Guide: *Improving Reading Comprehension in Kindergarten Through 3rd Grade*. Specifically, the programs align with Recommendation 1: Teach students how to use reading comprehension strategies (Level of Evidence: Strong); Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Level of Evidence: Moderate); and Recommendation 4: Select texts purposefully to support comprehension development (Level of Evidence: Minimal). These recommendations are embedded in the design of the programs through structured, scaffolded reading lessons, direct vocabulary instruction, and the purposeful selection of texts that support comprehension and academic vocabulary development.

The district will support and monitor the implementation of these programs through ongoing coaching, classroom walkthroughs with feedback aligned to program components, and the use of implementation checklists. Professional learning opportunities will include initial training sessions, participation in PLCs, and job-embedded coaching focused on evidence-based reading instruction strategies integrated within the program.

Additionally, structured phonics and word study lessons are integral to the instructional framework to strengthen students' decoding skills, increase automaticity, and improve fluency. Each phonics and word study lesson includes instruction and application activities to help students break down words into syllables and meaningful chunks.

The programs also offer differentiation options for additional support and/or enrichment in both whole-group and small-group instruction. Furthermore, students are provided dedicated time for explicit and systematic phonics instruction using an evidence-based program from Teacher-Created Materials. They apply phonics skills through sentence writing and reading decodable texts.

In addition, students in Grade 3 Summer Reading Camp will receive personalized, phonics-based i-Ready lessons. These lessons will be used daily for small-group differentiated instruction in the Technology Center. Students will also utilize Amira in the Technology Center for targeted oral reading fluency practice, supporting accuracy, rate, and overall reading proficiency.

All teachers providing instruction for Grade 3 Summer Reading Camp are required to be reading endorsed or reading certified and highly effective, as evidenced by the district's teacher rating system (IPEGS). To ensure effective implementation of instructional materials and alignment with student needs, teachers are provided with two professional learning days. These sessions equip educators with the necessary training and support to deliver high-quality reading instruction throughout the camp.

Alternative Assessment Used:
i-Ready AP3 (administered prior to Grade 3 Summer Reading Camp)

Additional Information (optional):
Summer FAST Grade 3 ELA Reading Assessment

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? **☒Yes ☐No**
If yes, please describe the grade level(s) that will be invited to participate. Rising Grade 3 students are 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?**
NWEA Map Growth 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
Houghton Mifflin Harcourt Read 180 Code Placement Assessment	☒ 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
Curriculum Associates i-Ready Inform Reading 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 (2 x Year)
Houghton Mifflin Harcourt Read 180 Digital/Fluency Tests	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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?**
		☐ Vocabulary ☐ Comprehension		☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Houghton Mifflin Harcourt Read 180 Code Oral Reading Fluency Assessment (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
Savvas myPerspectives Progress Monitoring 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 (every 4-5 weeks)
Houghton Mifflin Harcourt Read 180 Progress Monitoring 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
Houghton Mifflin Harcourt Read 180 Code Progress Monitoring 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 (as segments are completed)

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

The district identifies students in grades 6–8 in need of Tier 2 and Tier 3 reading interventions through a Multi-Tiered System of Supports (MTSS) framework aligned to the M-DCPS Student Progression Plan. Universal screening data, including FAST Progress Monitoring 3 (PM3) scores, is used to identify students performing at Level 1 or Level 2, who are automatically scheduled into an Intensive Reading course. Additional diagnostic data from the NWEA MAP Growth assessment is used to further determine the intensity of support needed. The district utilizes an Assessment/Curriculum Decision Tree that incorporates FAST PM3 scale scores, NWEA MAP RIT scores, and Code Placement Assessment results to guide instructional placement. Students scoring below the 20th percentile on NWEA MAP Growth are flagged for further diagnostic review. When indicated, students complete the Code Placement Assessment to determine whether foundational skill deficits require more intensive intervention prior to placement in Tier 3 services. Tier 2 or Tier 3 placement decisions are made based on triangulated data and are implemented by school administrators trained in the Decision Tree process. A Power BI dashboard is also used to support real-time monitoring of student placement and progress. Student placements are reviewed and adjusted as additional assessment data becomes available at the start of the school year to ensure appropriate instructional support and intervention intensity.

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

For grades 6–8, the district uses a continuous improvement cycle to identify and address challenges in the effectiveness of Tier 1 instruction.

District staff monitor implementation fidelity during school site support visits and collect qualitative and quantitative feedback from literacy leaders during ICADs and school visits. This information is analyzed alongside student performance data to identify instructional strengths and areas for improvement.
At the school level, administrators conduct regular walkthroughs using a standards-aligned "look-for" tool to ensure fidelity of curriculum implementation and alignment to instructional expectations. These observations help identify gaps in instructional delivery and inform coaching and professional development support.

Tier 1 effectiveness is continuously monitored through a combination of formative assessment data, analysis of student work samples, and progress monitoring tools such as Performance Matters and Power BI dashboards. These data sources provide educators with real-time insights into student mastery of grade-level standards, allowing for timely Tier 1 instructional adjustments and targeted support. Data review and progress monitoring occur on a structured and ongoing basis. Educators analyze student performance following each FAST PM assessment to evaluate overall progress toward benchmark expectations. Additionally, Savvas mini-assessment data are reviewed approximately every 4–5 weeks to assess short-term mastery and inform Tier 1 instructional planning. Comprehensive data reviews are conducted at the end of each nine-week period using Savvas Unit assessments to evaluate cumulative learning and the overall effectiveness of Tier 1 instruction. This systematic and frequent review cycle ensures that instructional decisions are data-driven, responsive, and aligned to student needs, ultimately strengthening Tier 1 outcomes for all learners.

When gaps in Tier 1 instruction are identified, district and school leaders collaborate to adjust instructional practices, provide targeted professional learning, and refine implementation strategies to strengthen student outcomes and ensure access to grade-level instruction for all students.

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

Tier 2 interventions for grades 6–8 are monitored using multiple sources of student performance data to ensure effectiveness and guide instructional adjustments. These include NWEA MAP Growth assessments, interim and end-of-workshop assessments that are provided to students quarterly, as well as data from the Student Application (Zone) and independent reading quizzes which is analyzed bi-weekly.

Students receiving Tier 2 interventions are identified through universal screening and diagnostic data, and their progress is continuously monitored bi-weekly through the data generated from the Student Application (Zone) to determine responsiveness to instruction. The Student Application is an individualized student pathway that identifies areas that have not been mastered to be addressed during the teacher-led rotation.

When data indicates that students are not making expected progress, teachers and instructional leaders engage in a problem-solving process that includes analyzing assessment results, reviewing student work, and examining engagement data to identify instructional gaps. Based on this analysis, interventions are adjusted through changes in grouping, intensity, instructional strategies, or materials.

Progress is reviewed every 4-5 weeks by school-based teams to ensure interventions are aligned to student needs, and adjustments are made to improve effectiveness and support student growth toward grade-level proficiency.

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

For grades 6–8, Tier 3 interventions are monitored through multiple ongoing data sources to ensure effectiveness and guide instructional decision-making. Progress is tracked using NWEA MAP Growth assessments and the Read 180 Code Placement Assessment, administered three times per year, along with embedded program assessments within Read 180 Code that provide continuous progress monitoring as students complete instructional segments.

In addition, bi-weekly data from the Student Application (Zone), Independent Reading quizzes, and Oral Reading Fluency (ORF) assessments (as needed) are analyzed to evaluate student progress and responsiveness to intervention.

When data indicates that students are not demonstrating adequate growth, school-based teams engage in a structured problem-solving process every 4-5 weeks. This includes analyzing multiple data points, reviewing student work and usage patterns, and identifying skill deficits that may be impacting progress. Based on this analysis, intervention adjustments are made, which may include increasing instructional intensity, modifying instructional strategies, regrouping students, or adjusting pacing within the Read 180 Code curriculum.

This cycle of progress monitoring is conducted bi-weekly through the Student Application (Zone) generated date along with the progress monitoring assessments embedded within the Read 180 Code program as segments are completed. Extensive data analysis and instructional adjustments ensure that Tier 3 interventions are responsive and targeted to meet individual student needs.

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: Students who attained a Level 3 or higher on the prior year's FAST PM3 assessment and/or placed at or above grade level on the current year's i-Ready Inform Reading Assessment AP1.		
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The performance criteria is a score of 70% or higher on the Savvas *myPerspectives* mini-assessments as well as the Unit Test which are standard-aligned cold reads.		
Core Instruction **Indicate the core instructional materials utilized. Add additional rows as needed.**		
Name of Program	**Year of Program Adoption**	
Savvas *myPerspectives*	**2021-2022**	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: The performance criteria that prompt the addition of Tier 2 intervention include FAST Level 1 on PM2, consistently scoring below 70% on the Savvas mini-assessments and/or cold read Unit Assessments, scoring below grade level on any i-Ready Inform Reading Assessment or not meeting a minimum passing rate of 75% on the i-Ready on-grade-level lessons.		

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students who score a Level 1 or Level 2 on the FAST PM3 assessment or who perform one or more grade levels below on any i-Ready Inform Reading Assessment.		
Number of times per week interventions are provided: The students receive intervention based on their school's bell schedule. The class time will vary depending if the school is on a block schedule, they will meet two or three times a week for 85 to 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day. **Number of minutes per intervention session:** The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling. **Course(s) where interventions take place:** M/J Intensive Reading 1 Grade 6 (1000010), M/J Intensive Reading 2 Grade 7 (1000012), M/J Intensive Reading 3 Grade 8 (1000014), and M/J Developmental Language Arts Through ESOL (1002181)		
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)**

Houghton Mifflin Harcourt Read 180 Comprehension	ESSA Level Tier 1 Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Curriculum Associates i-Ready/i-Ready Pro Personalized Pathway	ESSA Level Tier 2 Moderate	
Beable	ESSA Level Promising	Beable does not meet strong or moderate levels of evidence. However, it supports the following IES Practice Guide recommendations: Recommendation 1: Decoding Skills Beable develops students' decoding skills to enable them to accurately read and comprehend complex, multisyllabic words by applying effective strategies, such as breaking words into syllables, identifying prefixes, suffixes, and root words, recognizing common phonics patterns and vowel teams, blending sounds fluently, and using context clues to confirm pronunciation and meaning. Recommendation 2: Fluency Development Beable supports fluency development by providing purposeful, structured fluency-building activities that help students read with increasing accuracy, rate, and expression, ultimately enabling them to read text effortlessly and with greater comprehension. These activities may include repeated reading of familiar texts, choral reading, partner or echo reading, timed fluency practice, and performance-based tasks such as reader's theater, all of which reinforce automaticity and build confidence in oral reading. Recommendation 3: Comprehension Building Beable supports comprehension development by routinely integrating purposeful, research-aligned practices that help students make meaning of text. These practices include activating prior knowledge, setting a clear purpose for reading, engaging in guided questioning, monitoring understanding during reading, and applying

		strategies such as summarizing, making inferences, and synthesizing information to deepen overall comprehension. Recommendation 4: Stretch Text Beable provides students with structured opportunities to engage with stretch text—challenging, grade-level or above texts that expose them to complex ideas and rich vocabulary—to build both comprehension and perseverance. This includes guided close reading, chunking text into manageable sections, annotating key ideas, engaging in text-dependent questioning, and participating in collaborative discussions such as think-pair-share or small group analysis. Additional supports, such as graphic organizers, teacher modeling, and scaffolded questioning, help students navigate and make meaning of rigorous content while gradually increasing independence and confidence. These recommendations were built into the program through a structured student routine and aligned teacher practices grounded in the research of Dr. John Hattie, which identifies the variables with the greatest impact on student learning outcomes. Beable integrates into its design those instructional strategies with effect sizes greater than 0.4, including deliberate practice, targeted scaffolding, building prior knowledge, and summarizing. Additionally, the program's emphasis on developing students' understanding of RIASEC supports the cultivation of a positive self-concept, a sense of class camaraderie, self-efficacy, and strong teacher-student relationships. The district will support implementation of Beable through a comprehensive system of ongoing coaching, regular (weekly or bi-weekly) progress monitoring, and targeted professional learning opportunities offered in both virtual and in-person formats. In addition, teachers have access to self-paced online modules and resources within the Beable platform to support continuous learning, effective implementation, and sustained instructional impact.

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Demonstrates a negative response to intervention by scoring below 70% on the Read 180 in-program intervention assessments, NWEA Map Growth in the 20th – 25th percentile, consistently scoring below 60% on the Savvas progress monitoring assessments, performing below grade level on any i-Ready Inform Reading Assessment, or failing to achieve a minimum passing rate of 75% on i-Ready Pathway lessons.

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:
Students who score a Level 1 or Level 2 on the FAST PM3 assessment, placed below the 20th percentile on the NWEA Map Growth, performed at 60% or lower on the Savvas Beginning-of-Year Assessment, or who perform two grade levels below on any i-Ready Inform Reading Assessment.

Number of times per week interventions are provided:
The students receive intervention based on their school's bell schedule. The class time will vary depending if the school is on a block schedule, they will meet two or three times a week for 85 to 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.

Number of minutes per intervention session:
The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling. Tier 2 students receive an average of 60 minutes per week of teacher-led small group instruction. Tier 3 students receive an average of 90 minutes per week of teacher-led small group instruction.

Course(s) where interventions take place:
M/J Intensive Reading 1 Grade 6 (1000010), M/J Intensive Reading 2 Grade 7 (1000012), M/J Intensive Reading 3 Grade 8 (1000014), and M/J Developmental Language Arts Through ESOL (1002181)

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)
Houghton Mifflin Harcourt Read 180 Code	ESSA Level Tier 1 Strong	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Curriculum Associates i-Ready/i-Ready Pro Personalized Pathway	ESSA Level Tier 2 Moderate	
Beable Teacher-Led Small group Lessons	ESSA Level Promising	Beable does not meet strong or moderate levels of evidence. However, it supports the following IES Practice Guide recommendations:

		Recommendation 1: Decoding Skills Beable develops students' decoding skills to enable them to accurately read and comprehend complex, multisyllabic words by applying effective strategies, such as breaking words into syllables, identifying prefixes, suffixes, and root words, recognizing common phonics patterns and vowel teams, blending sounds fluently, and using context clues to confirm pronunciation and meaning. Recommendation 2: Fluency Development Beable supports fluency development by providing purposeful, structured fluency-building activities that help students read with increasing accuracy, rate, and expression, ultimately enabling them to read text effortlessly and with greater comprehension. These activities may include repeated reading of familiar texts, choral reading, partner or echo reading, timed fluency practice, and performance-based tasks such as reader's theater, all of which reinforce automaticity and build confidence in oral reading. Recommendation 3: Comprehension Building Beable supports comprehension development by routinely integrating purposeful, research-aligned practices that help students make meaning of text. These practices include activating prior knowledge, setting a clear purpose for reading, engaging in guided questioning, monitoring understanding during reading, and applying strategies such as summarizing, making inferences, and synthesizing information to deepen overall comprehension. Recommendation 4: Stretch Text Beable provides students with structured opportunities to engage with stretch text—challenging, grade-level or above texts that expose them to complex ideas and rich vocabulary—to build both comprehension and perseverance. This includes guided close reading, chunking text into manageable sections, annotating key ideas, engaging in text-dependent questioning, and participating in collaborative discussions such as think-pair-share or small group analysis. Additional supports, such as graphic organizers, teacher modeling, and scaffolded questioning, help students navigate and make meaning of rigorous content while

		gradually increasing independence and confidence. These recommendations were built into the program through a structured student routine and aligned teacher practices grounded in the research of Dr. John Hattie, which identifies the variables with the greatest impact on student learning outcomes. Beable integrates into its design those instructional strategies with effect sizes greater than 0.4, including deliberate practice, targeted scaffolding, building prior knowledge, and summarizing. Additionally, the program's emphasis on developing students' understanding of RIASEC supports the cultivation of a positive self-concept, a sense of class camaraderie, self-efficacy, and strong teacher-student relationships. The district will support implementation of Beable through a comprehensive system of ongoing coaching, regular (weekly or bi-weekly) progress monitoring, and targeted professional learning opportunities offered in both virtual and in-person formats. In addition, teachers have access to self-paced online modules and resources within the Beable platform to support continuous learning, effective implementation, and sustained instructional impact.

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?**
NWEA Map Growth 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 ☐ Other
Read 180 Code 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 ☐ Other
Read 180 Digital/Fluency Tests	☒ 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
Read 180 Code Oral Reading Fluency (ORF)	☒ 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
Savvas myPerspectives Progress Monitoring 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 (every 4-5 weeks)

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?**
Houghton Mifflin Harcourt Read 180 Progress Monitoring 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
Houghton Mifflin Harcourt Read 180 Code Progress Monitoring 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 (as segments are completed)

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

The district identifies students in grades 9–12 who require Tier 2 and Tier 3 reading interventions through a data-driven Multi-Tiered System of Supports (MTSS) process aligned with the M-DCPS Student Progression Plan.

Students who score at FAST PM3 Level 1 or Level 2 are identified as having a reading deficiency and are required to be scheduled into an Intensive Reading course. To support placement decisions, the district utilizes an Assessment/Curriculum Decision Tree that incorporates FAST PM3 scale scores, NWEA MAP Growth assessment data, and Read 180 Code Placement Assessment results.

Students considered for Tier 3 intervention must score below the 20th percentile on the NWEA MAP Growth Assessment. These students are then administered the Read 180 Code Placement Assessment to determine the extent of their foundational reading skill deficits and the need for more intensive intervention. Assessment results are used to differentiate between Tier 2 and Tier 3 instructional placements and ensure that students receive the appropriate level of support.

District and school administrators are trained on the use of the Decision Tree and receive ongoing support to ensure consistent and accurate placement of students into intervention courses. To further support implementation, the district provides a Power BI dashboard that assists schools in monitoring student data and making informed placement decisions.

Student placement decisions are reviewed and refined as additional assessment data becomes available at the start of the school year, ensuring that interventions remain responsive to students' instructional needs.

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

For grades 9–12, the district uses a continuous improvement cycle to identify and address challenges in the effectiveness of Tier 1 instruction.

District staff monitor implementation fidelity during school site support visits and collect qualitative and quantitative feedback from literacy leaders during ICADs and school visits. This information is analyzed alongside student performance data to identify instructional strengths and areas for improvement.

At the school level, administrators conduct regular walkthroughs using a standards-aligned "look-for" tool to ensure fidelity of curriculum implementation and alignment to instructional expectations. These observations help identify gaps in instructional delivery and inform coaching and professional development support.

Tier 1 effectiveness is continuously monitored through a combination of formative assessment data, analysis of student work samples, and progress monitoring tools such as Performance Matters and Power BI dashboards. These data sources provide educators with real-time insights into student mastery of grade-level standards, allowing for timely Tier 1 instructional adjustments and targeted support.
Data review and progress monitoring occur on a structured and ongoing basis. Educators analyze student performance following each FAST PM assessment to evaluate overall progress toward benchmark expectations. Additionally, Savvas mini-assessment data are reviewed approximately every 4–5 weeks to assess short-term mastery and inform Tier 1 instructional planning. Comprehensive data reviews are conducted at the end of each nine-week period using Savvas Unit assessments to evaluate cumulative learning and the overall effectiveness of Tier 1 instruction. This systematic and frequent review cycle ensures that instructional decisions are data-driven, responsive, and aligned to student needs, ultimately strengthening Tier 1 outcomes for all learners.

When gaps in Tier 1 instruction are identified, district and school leaders collaborate to adjust instructional practices, provide targeted professional learning, and refine implementation strategies to strengthen student outcomes and ensure access to grade-level instruction for all students.

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

Tier 2 interventions for grades 9–12 are monitored using multiple sources of student performance data to ensure effectiveness and guide instructional adjustments. These include NWEA MAP Growth assessments, interim and end-of-workshop assessments that are provided to students quarterly, as well as data from the Student Application (Zone) and independent reading quizzes which is analyzed bi-weekly.

Students receiving Tier 2 interventions are identified through universal screening and diagnostic data, and their progress is continuously monitored bi-weekly through the data generated from the Student Application (Zone) to determine responsiveness to instruction. The Student Application is an individualized student pathway that identifies areas that have not been mastered to be addressed during the teacher-led rotation.

When data indicates that students are not making expected progress, teachers and instructional leaders engage in a problem-solving process that includes analyzing assessment results, reviewing student work, and examining engagement data to identify instructional gaps. Based on this analysis, interventions are adjusted through changes in grouping, intensity, instructional strategies, or materials.

Progress is reviewed every 4-5 weeks by school-based teams to ensure interventions are aligned to student needs, and adjustments are made to improve effectiveness and support student growth toward grade-level proficiency.

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

For grades 9–12, Tier 3 interventions are monitored through multiple ongoing data sources to ensure effectiveness and guide instructional decision-making. Progress is tracked using NWEA MAP Growth assessments and the Read 180 Code Placement Assessment, administered three times per year, along with embedded program assessments within Read 180 Code that provide continuous progress monitoring as students complete instructional segments.

In addition, bi-weekly data from the Student Application (Zone), Independent Reading quizzes, and Oral Reading Fluency (ORF) assessments (as needed) are analyzed to evaluate student progress and responsiveness to intervention.

When data indicates that students are not demonstrating adequate growth, school-based teams engage in a structured problem-solving process every 4-5 weeks. This includes analyzing multiple data points, reviewing student work and usage patterns, and identifying skill deficits that may be impacting progress. Based on this analysis, intervention adjustments are made, which may include increasing instructional intensity, modifying instructional strategies, regrouping students, or adjusting pacing within the Read 180 Code curriculum.

This cycle of progress monitoring is conducted bi-weekly through the Student Application (Zone) generated date along with the progress monitoring assessments embedded within the Read 180 Code program as segments are completed. Extensive data analysis and instructional adjustments ensure that Tier 3 interventions are responsive and targeted to meet individual student needs.

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: Students who attained a Level 3 or higher on the prior year's FAST PM3 assessment or placed at 70% or higher of Savvas Beginning-of-Year Assessment.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The performance criteria is a score of 70% or higher on the Savvas *myPerspectives* mini-assessments as well as the Unit Test which are standard-aligned cold reads.	
Core Instruction **Indicate the core instructional materials utilized. Add additional rows as needed.**	
Name of Program	**Year of Program Adoption**
Savvas *myPerspectives*	**2021-2022**
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: The performance criteria that prompt the addition of Tier 2 intervention include FAST Level 1 on PM2 or consistently scoring below 70% on the Savvas mini-assessments and/or cold read Unit Assessments.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students who score a Level 1 or Level 2 on the FAST PM3 assessment or at 60% or lower on the Savvas Beginning-of-Year Assessment.		
Number of times per week interventions are provided: The students receive intervention based on their school's bell schedule. If the school is on a block schedule, they will meet two or three times a week for 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day. **Number of minutes per intervention session:** The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling. **Course(s) where interventions take place:** Intensive Reading 1 Grade 9 (1000412), Intensive Reading 2 Grade 10 (1000414), Intensive Reading 3 Grade 11 (1000416), Intensive Reading 4 Grade 12 (1000418), and Developmental Language Arts Through ESOL (1002381)		
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)**
Houghton Mifflin Harcourt Read 180 Comprehension	ESSA Level Tier I Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
McGraw Hill Achieve 3000 Teacher-Led Small Group Lessons (Grades 11-12)	ESSA Level Tier 1 Strong	
Beable Teacher-Led Small Group Lessons (Grades 9-10)	ESSA Level Promising	Beable does not meet strong or moderate levels of evidence. However, it supports the following IES Practice Guide recommendations: Recommendation 1: Decoding Skills Beable develops students' decoding skills to enable them to accurately read and comprehend complex, multisyllabic words by applying effective strategies, such as breaking words into syllables, identifying prefixes, suffixes, and root words, recognizing common phonics patterns and vowel teams, blending

		sounds fluently, and using context clues to confirm pronunciation and meaning. Recommendation 2: Fluency Development Beable supports fluency development by providing purposeful, structured fluency-building activities that help students read with increasing accuracy, rate, and expression, ultimately enabling them to read text effortlessly and with greater comprehension. These activities may include repeated reading of familiar texts, choral reading, partner or echo reading, timed fluency practice, and performance-based tasks such as reader's theater, all of which reinforce automaticity and build confidence in oral reading. Recommendation 3: Comprehension Building Beable supports comprehension development by routinely integrating purposeful, research-aligned practices that help students make meaning of text. These practices include activating prior knowledge, setting a clear purpose for reading, engaging in guided questioning, monitoring understanding during reading, and applying strategies such as summarizing, making inferences, and synthesizing information to deepen overall comprehension. Recommendation 4: Stretch Text Beable provides students with structured opportunities to engage with stretch text—challenging, grade-level or above texts that expose them to complex ideas and rich vocabulary—to build both comprehension and perseverance. This includes guided close reading, chunking text into manageable sections, annotating key ideas, engaging in text-dependent questioning, and participating in collaborative discussions such as think-pair-share or small group analysis. Additional supports, such as graphic organizers, teacher modeling, and scaffolded questioning, help students navigate and make meaning of rigorous content while gradually increasing independence and confidence. These recommendations were built into the program through a structured student routine and aligned teacher practices grounded in the

		research of Dr. John Hattie, which identifies the variables with the greatest impact on student learning outcomes. Beable integrates into its design those instructional strategies with effect sizes greater than 0.4, including deliberate practice, targeted scaffolding, building prior knowledge, and summarizing. Additionally, the program's emphasis on developing students' understanding of RIASEC supports the cultivation of a positive self-concept, a sense of class camaraderie, self-efficacy, and strong teacher-student relationships. The district will support implementation of Beable through a comprehensive system of ongoing coaching, regular (weekly or bi-weekly) progress monitoring, and targeted professional learning opportunities offered in both virtual and in-person formats. In addition, teachers have access to self-paced online modules and resources within the Beable platform to support continuous learning, effective implementation, and sustained instructional impact.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Demonstrates a negative response to intervention by scoring below 70% on the Read 180 in-program intervention assessments, NWEA Map Growth in the 20th – 25th percentile and consistently scoring below 60% on the Savvas progress monitoring assessments.		

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: Students who score a Level 1 or Level 2 on the FAST PM3 assessment, placed below the 20th percentile on the NWEA Map Growth, or performed at 60% or lower on the Savvas Beginning-of-Year Assessment.		
Number of times per week interventions are provided: The students receive intervention based on their school's bell schedule. The class time will vary depending if the school is on a block schedule, they will meet two or three times a week for 85 to 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day. **Number of minutes per intervention session:** The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling. Tier 2 students receive an average of 60 minutes per week of teacher-led small group instruction. Tier 3 students receive an average of 90 minutes per week of teacher-led small group instruction. **Course(s) where interventions take place:** Intensive Reading 1 Grade 9 (1000412), Intensive Reading 2 Grade 10 (1000414), Intensive Reading 3 Grade 11 (1000416), Intensive Reading 4 Grade 12 (1000418), and Developmental Language Arts Through ESOL (1002381)		
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)**
Houghton Mifflin Harcourt Read 180 Code	ESSA Level Tier 1 Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
McGraw Hill Achieve 3000 Teacher-Led Small Group Lessons (Grades 11-12)	ESSA Level Tier 1 Strong	
Beable Teacher-Led Small Group Lessons (Grades 9-10)	ESSA Level Promising	Beable does not meet strong or moderate levels of evidence. However, it supports the following IES Practice Guide recommendations: Recommendation 1: Decoding Skills

		Beable develops students' decoding skills to enable them to accurately read and comprehend complex, multisyllabic words by applying effective strategies, such as breaking words into syllables, identifying prefixes, suffixes, and root words, recognizing common phonics patterns and vowel teams, blending sounds fluently, and using context clues to confirm pronunciation and meaning. Recommendation 2: Fluency Development Beable supports fluency development by providing purposeful, structured fluency-building activities that help students read with increasing accuracy, rate, and expression, ultimately enabling them to read text effortlessly and with greater comprehension. These activities may include repeated reading of familiar texts, choral reading, partner or echo reading, timed fluency practice, and performance-based tasks such as reader's theater, all of which reinforce automaticity and build confidence in oral reading. Recommendation 3: Comprehension Building Beable supports comprehension development by routinely integrating purposeful, research-aligned practices that help students make meaning of text. These practices include activating prior knowledge, setting a clear purpose for reading, engaging in guided questioning, monitoring understanding during reading, and applying strategies such as summarizing, making inferences, and synthesizing information to deepen overall comprehension. Recommendation 4: Stretch Text Beable provides students with structured opportunities to engage with stretch text—challenging, grade-level or above texts that expose them to complex ideas and rich vocabulary—to build both comprehension and perseverance. This includes guided close reading, chunking text into manageable sections, annotating key ideas, engaging in text-dependent questioning, and participating in collaborative discussions such as think-pair-share or small group analysis. Additional supports, such as graphic organizers, teacher modeling, and scaffolded questioning, help students navigate and make meaning of rigorous

		content while gradually increasing independence and confidence. These recommendations were built into the program through a structured student routine and aligned teacher practices grounded in the research of Dr. John Hattie, which identifies the variables with the greatest impact on student learning outcomes. Beable integrates into its design those instructional strategies with effect sizes greater than 0.4, including deliberate practice, targeted scaffolding, building prior knowledge, and summarizing. Additionally, the program's emphasis on developing students' understanding of RIASEC supports the cultivation of a positive self-concept, a sense of class camaraderie, self-efficacy, and strong teacher-student relationships. The district will support implementation of Beable through a comprehensive system of ongoing coaching, regular (weekly or bi-weekly) progress monitoring, and targeted professional learning opportunities offered in both virtual and in-person formats. In addition, teachers have access to self-paced online modules and resources within the Beable platform to support continuous learning, effective implementation, and sustained instructional impact.

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

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

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards, evidence-based literacy instruction, and implementation of Science of Reading practices.
- Provide professional learning aligned to Rule 6A-6.053, F.A.C., and the K-12 Comprehensive Evidence-Based Reading Plan (CERP).
- Provide professional learning to support implementation of state-approved instructional materials, progress monitoring systems, diagnostic assessment practices, and data-informed instruction.
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement, microcredential, or an advanced degree in scientifically researched and evidence-based reading instruction;

- Differentiate and intensify professional learning for teachers based on progress monitoring data and school improvement priorities;
- 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 professional learning aligned to the Florida Dyslexia Handbook and state requirements related to identification and support of students with characteristics of dyslexia.
- Provide professional learning in evidence-based strategies for multilingual learners (ELLs), students with disabilities (SWD), and students with substantial reading deficiencies.

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

Name of Professional Learning	Target Audience	Description
Teaching Reading to Students with Dyslexia through Multisensory Strategies	All teachers who are certified to teach literacy/language development of learners	Provide virtual, hybrid, and face-to-face courses on evidence-based multisensory instructional practices aligned to the Science of Reading and the Florida Dyslexia Handbook. Teachers learn explicit intervention techniques for phonemic awareness, decoding, fluency, vocabulary, and comprehension to support students with dyslexia and reading difficulties. Enhances differentiated instruction delivery.
Reading Endorsement Competencies 1-5: – Foundations of Reading Instruction – Applications of Research-Based Instructional Practices – Foundations of Assessment – Foundations and Applications of Differentiated Instruction – Demonstration of Accomplishment	Certified Instructional Personnel/Teachers	Integrate courses aligned to the State-Approved Reading Endorsement Matrix provide explicit, systematic, and sequential instruction in all components of reading, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Includes evidence-based intervention strategies and multisensory instruction. for struggling readers and those with dyslexia. Completion leads to Reading Endorsement.
Science of Reading and Evidence-Based Literacy Practices	Certified Instructional Personnel/Teachers	Embed Professional learning focused on implementation of scientifically researched reading instruction aligned to the B.E.S.T. ELA Standards, Just Read Florida initiatives, and Rule 6A-6.053, F.A.C. Emphasizes explicit instruction, structured literacy, progress monitoring, and differentiated intervention practices.
Collaboration with UF Flamingo Literacy Matrix/ FSU/FCTT Reading, Literacy Coach Endorsement, Literacy Micro credentials, and Science of Reading &Evidence – Based Strategies	All Instructional Personnel/Teachers	Support educators in earning certifications, endorsements, and advanced degrees in the Science of Reading instruction. Delivered via virtual, hybrid, and in-person platforms in partnership with Just Read Florida and collegiate partners.

Clinical Supervision: Coaching and Mentoring Educator Training	Instructional Personnel/Teachers	Focus on updating pedagogical and improvement skills of educators to assist developing teachers in the management and instruction in the classroom.
ESOL and Literacy Integration Strategies for Multilingual Learners	All Instructional Personnel/Teachers	Provide professional learning focused on integrating language development and literacy instruction for English Language Learners using WIDA standards, academic language strategies, scaffolded instruction, and evidence-based literacy practices.

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.

Miami-Dade County Public Schools (M-DCPS) provides a variety of professional learning opportunities for instructional personnel and certified PreK teachers funded through the FEFP. Through collaborations with the University of Florida's Flamingo Literacy Matrix, Florida State University/Florida Center for Reading Research, and district-collegiate partnerships, educators engage in coursework that aligns with the Science of Reading and the B.E.S.T. ELA Standards. Courses such as Reading Competencies 1–5 are designed to equip educators with explicit, systematic, and sequential reading instruction. These learning opportunities include professional learning in phonological awareness, phonics, fluency, vocabulary, comprehension, oral language development, structured literacy, and multisensory intervention practices. Successful completion of these courses leads to the Florida Reading Endorsement and supports advancement in credentials or degrees in reading instruction.

Differentiated Professional Learning

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

Professional learning at M-DCPS is differentiated and intensified based on ongoing progress monitoring data. Instructional staff receive targeted support aligned with student needs, including coaching cycles, small group professional development, and PLCs. Instructional leaders use data to personalize learning opportunities and adjust content to address gaps in student performance, with emphasis on evidence-based strategies from the Science of Reading framework. District and school leaders utilize data analysis protocols to identify instructional trends and provide personalized support aligned to teacher and student needs. Professional learning is intensified for educators serving students with substantial reading deficiencies, multilingual learners, and students requiring Tier II and Tier III interventions. Emphasis is placed on implementation of evidence-based literacy practices and continuous instructional improvement.

Mentor Teachers

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

Mentor teachers play a vital role in supporting the professional growth of novice educators through the district's Mentoring and Induction for New Teachers (MINT) program. These mentor teachers are carefully selected by the school-site principal based on their instructional expertise, classroom management skills, and demonstrated commitment to fostering educational excellence. Typically, they are experienced educators who have consistently shown the ability to improve student outcomes and are trained by the

district MINT team to provide structured, job-embedded support to new teachers. In addition to one-on-one mentoring, M-DCPS encourages new teachers to participate in "Learning Walks," where they visit classrooms led by exemplary educators alongside their mentors. These model classrooms offer dynamic learning environments that showcase effective instructional practices in real time. Observations are followed by reflective discussions, fostering a collaborative space for continuous professional development and instructional growth.

Professional Learning Time

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

M-DCPS ensures that time is built into the weekly master schedule for all teachers to engage in professional learning. This time is used for collaborative lesson planning, data analysis, instructional reflection, intervention planning, and professional learning communities. Model classrooms and mentor teachers support ongoing job-embedded learning. Weekly collaborative planning opportunities support alignment to district initiatives, the B.E.S.T. ELA Standards, school improvement goals, and student achievement priorities. Model classrooms and job-embedded coaching further enhance ongoing professional learning and instructional capacity building. Structured agendas and facilitator guides help ensure alignment to district goals and student achievement needs.

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
Spring Break Academy	K-12	Spring Break Academy provides students with targeted academic support and enrichment opportunities during spring break. Schools leverage various funding sources, including Title I, Title III, and Title IV, to offer tutoring and extended learning programs designed to meet the needs of specific grade levels. Instruction is delivered using district-created resources to help students strengthen academic skills and maintain learning momentum.
School Based Extended Learning Services	K-12	Schools offer extended learning opportunities before school, after school, and on Saturdays to provide additional academic support for students. These services utilize district-curated instructional resources and are tailored to address student learning needs while reinforcing classroom instruction.
RAISE High School Tutoring	K-3	Students enrolled in the High School Teaching Academy will partner with a neighboring elementary school to provide individualized tutoring support for students in grades K–3. This

		collaborative initiative will be supervised by both the elementary classroom teacher and the High School Teaching Academy coordinator, creating meaningful learning experiences for both tutors and elementary students.

7) Family Engagement (Rule 6A-6.053(9)(b)3.p., F.A.C.)

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

Schools use the district's Assessment/Curriculum Decision Tree to identify students with a substantial deficiency in reading and ensure immediate parent notification. Parents of identified students in grades K–12 are promptly notified through a formal Parent Letter sent home, which explains the reading deficiency and outlines the instructional supports and interventions the student will receive.

In addition to the notification letter, families receive the district's K–3 Read-at-Home Plan, which provides strategies and resources to support literacy development at home. Parents also receive assessment-specific reports to help them understand their child's performance, including the i-Ready Diagnostic Student Report Summary for grades K–8 and the NWEA MAP Growth Assessment report for grades 9–12, both of which outline student strengths and areas for improvement.

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

The district provides multiple literacy partnerships and programs to support families in engaging in literacy activities and reading at home. A district-created website is available to all stakeholders and includes access to digital eBook platforms and a variety of literacy resources and activities.

Miami-Dade County Public Schools participates in the New Worlds Reading Initiative, which promotes ongoing collaboration among families, schools, and communities to support a shared goal of developing strong readers. A dedicated New Worlds Reading Initiative tab has been added to the English Language Arts website to increase awareness and participation, and it provides schools with access to the marketing toolkit and informational flyers. Updates received from the initiative are shared with schools through the Weekly Briefing to ensure consistent communication.

In addition, in collaboration with the Parent Academy, the district offers parent workshops and live webinars focused on literacy development and the English Language Arts curriculum. These sessions are provided at schools and community resource centers across M-DCPS to further support family engagement in literacy.

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

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

The district prioritizes the assignment of highly effective teachers, as defined in s. 1012.34(2)(e), Florida Statutes, to kindergarten through grade 2 classrooms through a data-driven staffing process. Teacher effectiveness is determined using the Instructional Performance Evaluation and Growth System (IPEGS), which incorporates student learning growth, instructional practice, and professional responsibilities. Teachers who earn an overall rating of highly effective are prioritized for placement in K–2 classrooms to support early literacy and foundational skill development. The district ensures equitable distribution of highly effective teachers by working with school leadership to assign these educators to schools and classrooms with the greatest instructional need, including high-need schools.
Staffing decisions are reviewed annually using updated evaluation data, student achievement outcomes, and school improvement priorities to maintain effective instructional staffing in early grades.

9) 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 include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.
Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: Jose Bueno Designee	Date: 7/29/2026