

Duval County District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

1) Contact Information

The Main District Reading Contact will be the Florida Department of Education's contact for the District K-12 CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. **Indicate the contacts for your district.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Brandie Berry	berryb@duvalschools.org	904-348-7857
Data Element	Katy Stouffer	Ramseyk@duvalschools.org	904-348-7895
Third Grade Promotion	Brandie Berry	berryb@duvalschools.org	904-348-7857
Multi-Tiered System of Supports	Erin Royce	Roycee@duvalschools.org	904-390-2505
Other (Enter Responsibility)			

2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district's plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$7,391,771.00	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	\$1,337,264.00	
Elementary Expenses		
Literacy coaches	\$963,568.74	10
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$2,703,683.66	
Summer reading camps for grade 3 students		
Secondary Expenses		
Literacy coaches	\$487,639.04	6
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$1,834,923.00	
K-12/PreK Expenses		
Professional development 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	\$12,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe		
Professional Development for principals and teachers on the science of reading and evidence-based literacy instruction, materials, and assessments. Costs include professional services, material, and stipends for teachers.	\$52,692.56	
Sum of Expenditures	\$7,391,771.00	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(1\)\(d\), F.A.C.](#))

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

Florida Assessment of Student Thinking (FAST)				
**Data reflects mid-year FAST PM2 assessment results. Plan is due before end-of-year FAST PM3 data is available **				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK	4.0	77.0	3.2	87.0
K	24.6	54.3	19.7	65.16
1	19.0	51.5	15.2	61.8
2	28.7	50.8	23.0	61

Florida Assessment of Student Thinking (FAST)				
**Data reflects mid-year FAST PM2 assessment results. Plan is due before end-of-year FAST PM3 data is available **				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	43	35	34.4	42
4	40	39	32	46.8
5	39	37	31.2	44.4
6	45	32	36	38.4
7	47	33	37.6	39.6
8	51	32	40.8	38.4
9	46	35	36.8	42
10	44	37	35.2	44.4

B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))

Schools are required to establish a School Literacy Leadership Team.

1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.

Principals will form a Literacy Leadership Team at the beginning of each school year. Key members of the teams will include a school administrator, literacy coach or interventionist (as applicable), media specialist (as applicable), and department/grade level chairs. Schools are encouraged to include parents and/or community members as participants, too. A schedule of meetings for the school year will be created to ensure teams meet at least seven times throughout the school year. The team membership and meeting schedule will be submitted to regional leadership and the Director of Literacy. Agendas and notes from each meeting will be maintained as evidence of the School Literacy Leadership Team's work.

2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.

The requirement for School Literacy Leadership Teams is communicated to regional superintendents and principals via the Academic Services newsletter and in a monthly principals' meeting. Teams will use relevant data to establish literacy goals and engage in continuous improvement practices to implement a plan, monitor results, and revise the plan as needed (Plan, Do, Check, Act). Literacy goals will be incorporated in school improvement plans (as applicable).

C. Plan Implementation and Monitoring ([Rule 6A-6.053\(7\), \(8\), F.A.C.](#))

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. Provide an explanation of the following:

K-12		
Assessment / Grade Level(s)	Level	Frequency of Review
FAST Progress Monitoring (K-10)	District and Schools	3x a year
Waterford Assessment of Core Skills (K)	District and Schools	Min. of 2x a year
iReady Diagnostic (1-2)	District and Schools	Min. of 2x a year
Star Reading (3-5)	District and Schools	Min. of 2x a year
Edmentum Exact Path (6-12)	District and Schools	Min. of 2x a year
District Developed Assessment (2-10)	District and Schools	1-2x a year
Benchmark Advance Unit Assessments (K-5)	Schools	Monthly
StudySync End-of-Unit Assessments (6-12)	Schools	Monthly
Mastery Prep TruScore Practice Tests (11-12 Reading))	Schools	3x a year

Actions for continuous support and improvement	District Level: As new data become available, the ELA department, regional leadership teams, and cabinet-level leaders conduct an analysis of scores to identify schools needing additional support and adjust district-level support accordingly. Data are also used to identify where students and teachers are excelling to serve as models from which others can learn.	School Level: As new data become available, teachers, teacher teams, and leadership teams conduct an analysis of scores to identify students and teachers in need of additional support and adjust instruction and professional learning accordingly. Data are also used to identify where students and teachers are excelling to serve as models from which others can learn.
---	---	--

2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?

Concerns will be communicated via the Region Superintendent or Chief of Schools to the Chief Academic Officer. The two teams will collaborate with the school administration to ensure the school has the support needed to implement the reading plan effectively.

3. **Describe what has been revised to improve literacy outcomes for students in the district's K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.**

As a result of the feedback received from stakeholders as part of our CERP reflection process, the 2023-24 K-12 CERP includes a bigger focus on professional learning focused on the B.E.S.T. standards, the science of reading, and evidence-based literacy instruction, materials, and assessments for all teachers and principals. State Regional Literacy Directors can be leveraged to help develop and facilitate professional learning sessions for teachers, coaches, and principals.

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

Currently, our administrators conduct a minimum of three walkthroughs per week and input their walkthrough data into a district created data collection tool that populates a data dashboard. This allows the completion of walkthroughs to be monitored and the data to be examined for trends by school and region leadership in order to make adjustments to teaching, learning, and support.

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

Members of the school leadership team have access to portals that allow access to class and school level data reports for formative and summative assessments, diagnostics, and state assessments. Data can be reviewed for a single or multiple assessments and disaggregated by benchmarks. Assessment data are analyzed after each diagnostic or formative assessment is completed and action plans for instruction and intervention are shared with region leadership via the school's 4-step plan.

4) Literacy Coaches/Coaching ([Rule 6A-6.053\(6\), F.A.C.](#))

A. Literacy Coaches ([Rule 6A-6.053\(6\)\(a\), F.A.C.](#))

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

District literacy specialists are assigned to schools based on school grades, results on district diagnostics and FAST progress monitoring assessments, and percentage of novice teachers, substitutes, and vacancies in ELA and Reading courses.

B. The Just Read, Florida! Literacy Coach Model ([Rule 6A-6.053\(6\)\(c\), F.A.C.](#))

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

- Provide professional development on the following:
 - The major reading components, as needed, based on an analysis of student performance data;
 - Administration and analysis of instructional assessments; and
 - Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;

- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

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

Yes/No

Yes

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

NA

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

Principals receive an email from the Director of ELA outlining the role of the district literacy specialists and the appropriate work they can do while supporting the school. The literacy specialists meet with each principal to discuss the school's needs, review the requirements for their role, and determine the scope of work that will be most impactful at the school.

The coaching model will be reviewed with all literacy coaches at the first coaches' meeting of the year. Principals will be invited to attend and will create an agreement with the coach that outlines their duties in alignment with the coaching model.

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

A district-wide meeting for literacy coaches and specialists is held monthly. These collaborative, full-day meetings include sessions designed to deepen participants' knowledge of coaching skills, data literacy, evidence-based practices, district initiatives, and instructional leadership practices. Between monthly meetings, school-based literacy coaches have direct access to the district literacy team if they need to ask a question or request support. In between monthly meetings, the district's K-12 Literacy Department specialists directly support the school-based literacy coaches at the schools to which they are assigned using the Just Read, FL! 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 development based on need?

As mentioned in the answer above, these high impact activities are frequently part of the monthly literacy coaches' meeting. By modeling the data analysis, action planning, and coaching practices in these meetings, literacy coaches are prepared to lead these activities with their teachers. Professional development sessions are archived and continuously available to coaches to turnkey with their teachers, giving them a library of resources from which they can pull based on the needs of their teachers. The district's K-12 Literacy Team is an eager and active partner in this work to improve literacy outcomes.

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

District literacy specialists record their coaching activities daily through a district dashboard that allows supervisors, directors, executive directors, region superintendents, the Chief Academic Officer, and the Chief of Schools to view the report of a specific specialist or see the results in aggregate form at a school or district level. These entries are viewed on a regular basis depending on the individual's role in supervising the support provided to schools by district literacy specialists.

5) K-12 Assessment, Curriculum, and Instruction

A. Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))

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

- **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 C.F.R. 200.2\(b\)\(2\)\(ii\)](#);

- **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
- **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and
- **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; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

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

The district's instructional framework for ELA instruction includes phonological awareness, phonics, fluency, vocabulary, and comprehension. Oral language is infused throughout the ELA block, with intervention available for students in K-2 who demonstrate a language deficiency. The district's assessment strategy includes universal screening, diagnostic assessment, progress monitoring, and summative assessments.

Core instruction is tightly aligned to state standards and provides accommodations for students with disabilities on general standards and Access Points and for English language learners. Informational texts in each grade level's curriculum build background and content knowledge across content areas. Academic discourse opportunities and writing in response to reading are included in the lesson guidance for every text.

The district's Multi-Tiered System of Support (MTSS) process outlines the process and expectations for Tier 2 and Tier 3 interventions and ensures that all Tier 3 students have an IEP or PMP. Teachers of Tier 3 interventions must be certified or endorsed in reading or have a micro-credential and be supervised by a teacher who is certified or endorsed in reading.

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

Duval County Public Schools offers a robust VPK program for students. The district offers both full day and half day programming options for students. District developed curriculum guides that are aligned to the Florida Early Learning and Developmental Standards are used by teachers to develop daily lessons. Classroom teachers utilize state approved curriculum (World of Wonders and Frog Street), and they utilize ancillary resources (Michael Heggerty Phonemic Awareness and Nemours Bright Start curriculum) as Tier II support for students that demonstrate a need for additional support based on informal and formal assessment data.

Students in VPK are administered the STAR Early Literacy assessment three times a year to monitor student progress. District staff analyzes progress monitoring data and assist teachers in making adjustments where needed to improve progress. Data from the assessment is used to identify each student's strengths and weaknesses to plan educational activities for both whole and small group

instruction. Teachers meet weekly to plan for effective Tier 1 instruction and plan reteach or enrichment opportunities for students.

Professional development is provided throughout the school year on curriculum materials and strategies for supporting and monitoring student progress. District specialists monitor the implementation of small group differentiated instruction, progress monitoring, and assist teachers with planning and instructional delivery.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(d\), 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 screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees;
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, 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 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 PreK-5

1. Grades PreK-5 Assessments

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

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic (2-5) <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year (PK-1) <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Waterford Assessment of Core Skills	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other -Min. 2 x Year

i-Ready	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other – 2 x Year
DIBELS 8 th Edition	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
District Developed Assessment	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other – 2 x Year
Benchmark Advance Unit Assessments	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
EasyCBM	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other – 2 x Year

Core Phonics Survey	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other – 2 x Year
Benchmark Advance Oral Reading Records	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other – 2 x Year
Benchmark Advance Quick Checks	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other – 2 x Year

2. Identification of K-5 Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(10\), F.A.C.](#))

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

The Division of Accountability and Assessment will provide a report to each principal that identifies students in grades K-3 in need of Tier 2 or Tier 3 interventions based on the designated percentile ranges after each state level progress monitoring assessment (K-2) or FAST PM (grade 3). Teachers will use the available information from screening and diagnostic assessments to identify areas of deficiencies and create a plan for the appropriate tier of intervention (PMP or IEP goals) including specific goals, strategies, and progress monitoring.

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

The Division of Accountability and Assessment will provide a report to each principal that identifies students in grades 4-5 in need of Tier 2 or Tier 3 interventions based on the designated percentile ranges after each FAST PM assessment. Teachers will use the available information from the screening and diagnostic assessments to identify areas of deficiencies and create a plan for the appropriate tier of intervention (PMP or IEP goals) including specific goals, strategies, and progress monitoring.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year:	
<u>Grades K-2:</u> Score of 25 PR or higher on the state progress monitoring assessment and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.	
<u>Grades 3-5:</u> Score of 30 PR or higher on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.	

THEN TIER 1 Only

Core Instruction

- **UFLI Foundations (K-2) for Phonemic Awareness, Phonics, and Fluency Instruction**

[What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#) recommendations:

- Develop awareness of the segments of sounds in speech and how they link to letters – Strong Evidence
- Teach students to decode words, analyze word parts, and write and recognize words – Strong Evidence
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – Moderate Evidence

- **Benchmark Advance (K-5) Vocabulary and Comprehension**

[Improving Reading Comprehension in Kindergarten Through 3rd Grade](#) recommendations:

- Teach students how to use reading comprehension strategies – Strong Evidence
- Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content – Moderate Evidence
- Establish an engaging and motivating context in which to teach reading comprehension - Moderate Evidence

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) recommendations:

- Provide explicit vocabulary instruction – Strong Evidence
- Provide direct and explicit comprehension strategy instruction – Strong Evidence
- Provide opportunities for extended discussion of text meaning and interpretation – Moderate Evidence
- Increase student motivation and engagement in literacy learning – Moderate Evidence

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

Eighty percent or more of students do not require Tier 2 or 3 interventions, or eighty percent or more students are meeting or exceeding expected growth as measured by the Renaissance Star Student Growth Percentile.

Explain how the effectiveness of Tier 1 instruction is monitored.

Student performance on teacher-created assessments, unit assessments, district-created progress monitoring assessments, DIBELS 8th Edition subtests, and growth on diagnostic assessments all provide information on the effectiveness of Tier 1 instruction.

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

- District specialists, region specialists, and literacy coaches visit classrooms to observe teaching and learning and engage in coaching cycles with teachers needing additional support.
- School leadership teams and district/region administrators engage in instructional rounds to observe instruction, collect data, and formulate plans for support.
- Analysis of assessment data will focus district and/or region supports in schools demonstrating a need for additional support.

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

Grades K-2: Student scores below 25 PR on a state progress monitoring assessment or the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

<p><u>Grades 3-5:</u> Student scores below 30 PR on a FAST PM and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.</p>
<p>Beginning of year data</p> <p>IF: Student meets the following criteria at the beginning of the school year:</p> <p><u>Grades K-2:</u> Score of 10-24 PR on the state progress monitoring assessment and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.</p> <p><u>Grades 3-5:</u> Score of 20-29 PR on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.</p>
<p>THEN TIER 1 Instruction and TIER 2 Interventions</p> <p>Supplemental Instruction/Interventions</p> <p>Supplemental instruction is provided to students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations:</p> <ul style="list-style-type: none"> • Provided in addition to Tier 1 instruction (more time for instruction) • Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1 • Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus) • Delivered to students with similar needs • Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback <p>Hattie (2016) found that small group learning can be “very effective” with an effect size of .49, as long as the instruction matches the needs of the learner. Tier 2 instruction will be matched to the needs of the learner using blended learning personalized learning platforms and/or small group instruction based on diagnostic and/or formative assessment data.</p> <p><u>The National Reading Panel</u> (2000) found that to become good readers, children must develop:</p> <ul style="list-style-type: none"> • Phonemic awareness • Phonics skills • The ability to read words in text in an accurate and fluent manner. • The ability to apply comprehension strategies consciously and deliberately as they read. <p>What Works Clearinghouse Practice Guides:</p> <p><u><i>Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades</i></u> recommendation:</p> <ul style="list-style-type: none"> • Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening – Tier 3 Promising Evidence <p><u><i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i></u></p> <ul style="list-style-type: none"> • Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence • Teach students to decode words, analyze word parts, and write and recognize words – Tier 1 Strong Evidence

- Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension – Tier 2 Moderate Evidence

[Improving Reading Comprehension in Kindergarten Through 3rd Grade](#)

- Teach students to use reading comprehension strategies – Tier 3 Promising

[Providing Reading Interventions for Students in Grades 4–9](#)

- Build students’ decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence
- Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence
- Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) recommendation:

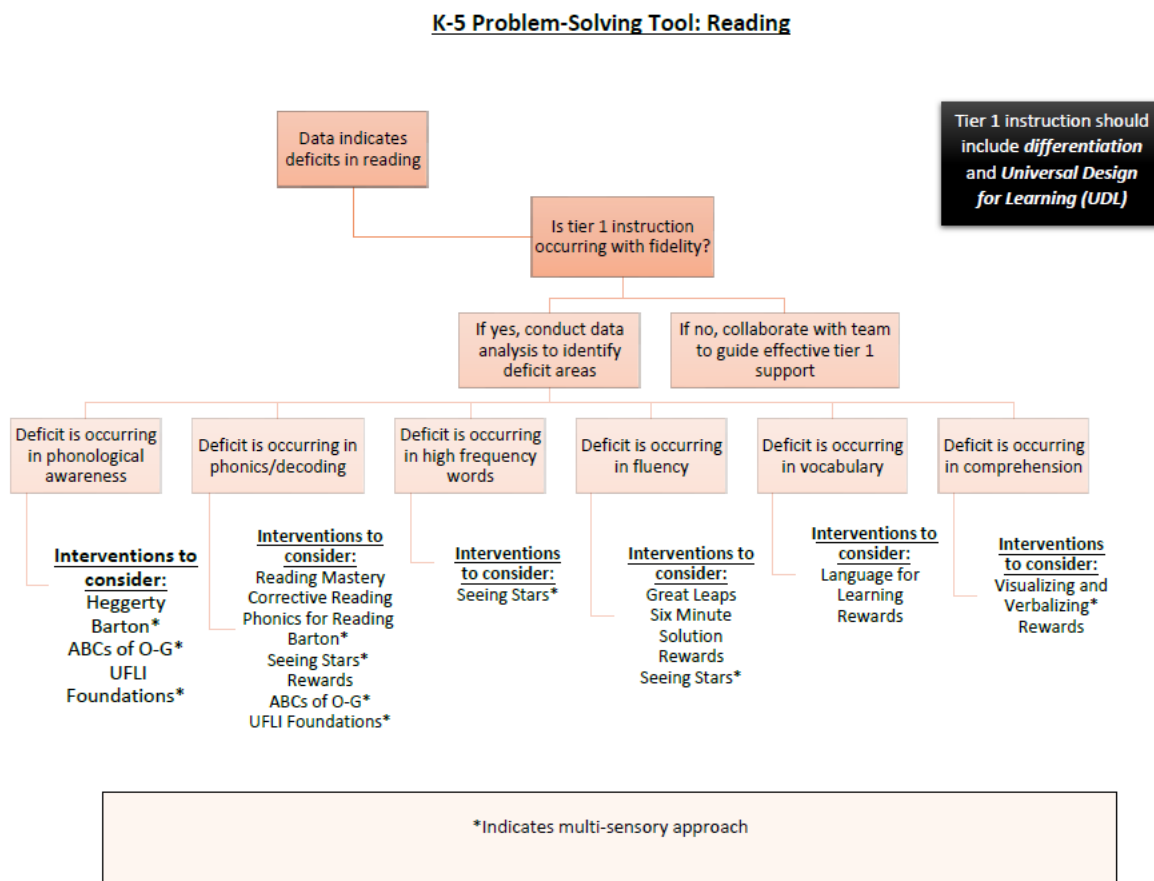
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence

Tier 2 Instructional Resources:

- Blended Learning Personalized Learning: Waterford Reading Academy (K), i-Ready (1st-2nd), and Freckle (3rd-5th)
- Benchmark Advance Intervention Lessons Print Concepts, Phonological Awareness, Phonics, Fluency, and Reading Comprehension (K-5)
- UFLI Foundations Lesson Extensions Phonemic Awareness and Phonics (K-2)
- Heggerty Phonemic Awareness (K-2)
- Heggerty Bridge the Gap Phonemic Awareness Intervention (3-5)
- Corrective Reading (3-5)
- Seeing Stars (K-5)
- District-created tutoring modules aligned to B.E.S.T. benchmarks

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

Evidence-based programs and practices for students with IEPs (Tier 2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)



Evidenced-based programs and strategies for English language learners:

Tier 2 – Targeted or Supplemental Intervention

1. Hands-on-English, Ballard & Tighe for Newcomers only – K-2 Classrooms. Strategic Oral Language Instruction in ELD Classroom- Teaching Oracy to Develop Literacy
2. Imagine Learning (K-5) – ELP Levels 1.0-2.5- Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains — reading, speaking, listening, and writing. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
3. Content picture bilingual dictionaries and glossaries

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

- Waterford Reading Academy (K)
- UFLI Foundations (K-2)
- Heggerty Phonemic Awareness (K-2)
- Heggerty Bridge the Gap Intervention (3-5)
- Seeing Stars (K-5)

Number of times per week interventions are provided:
2-3 times per week
Number of minutes per intervention session:
15-30 minutes

<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>All Tier 2 interventions last 6-8 weeks, with progress monitoring assessments given a minimum of every 2 weeks to track the students' progress and determine if the intervention is having a positive effect on the student's learning.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem-Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity, or the student falls below the 10th PR (K-2) or 20th PR (3-5) on any state progress monitoring assessment, Tier 3 interventions should be started.</p>
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p><u>Grades K-2:</u> Score below 10 PR on the state progress monitoring assessment and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.</p> <p><u>Grades 3-5:</u> Score below 20 PR on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.</p>
THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions
<p>Supplemental Instruction/Interventions</p> <p>Tier 3 provides the most intensive, targeted instruction, provided to a student demonstrating a substantial reading deficiency or resistance to Tier 2 interventions delivered with fidelity:</p> <ul style="list-style-type: none"> • Provided in addition to Tier 1 and Tier 2 (even more time) • Instruction is individualized to address the student's specific needs • Planned using a structured, data-based problem-solving process (even more narrowed focus) • Delivered individually, or in very small groups • Standards aligned, and integrated with Tier 1 and Tier 2 instruction • Most systematic and explicit instruction with more extensive opportunities for practice with error correction and feedback <p>Hattie (2016) found that small group learning can be "very effective" with an effect size of .49, as long as the instruction matches the needs of the learner. Tier 3 instruction will be matched to the needs of the learner through small group or individual instruction based on diagnostic and/or formative assessment data.</p>

[The National Reading Panel](#) (2000) found that certain instructional methods are better than others. To become good readers, children must develop:

- Phonemic awareness
- Phonics skills
- The ability to read words in text in an accurate and fluent manner.
- The ability to apply comprehension strategies consciously and deliberately as they read.

What Works Clearinghouse Practice Guides:

[Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#) recommendation:

- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening – Tier 3 Promising Evidence

[Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

- Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence
- Teach students to decode words, analyze word parts, and write and recognize words – Tier 1 Strong Evidence
- Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension – Tier 2 Moderate Evidence

[Improving Reading Comprehension in Kindergarten Through 3rd Grade](#)

- Teach students to use reading comprehension strategies – Tier 3 Promising

[Providing Reading Interventions for Students in Grades 4–9](#)

- Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence
- Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence
- Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) recommendation:

- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence

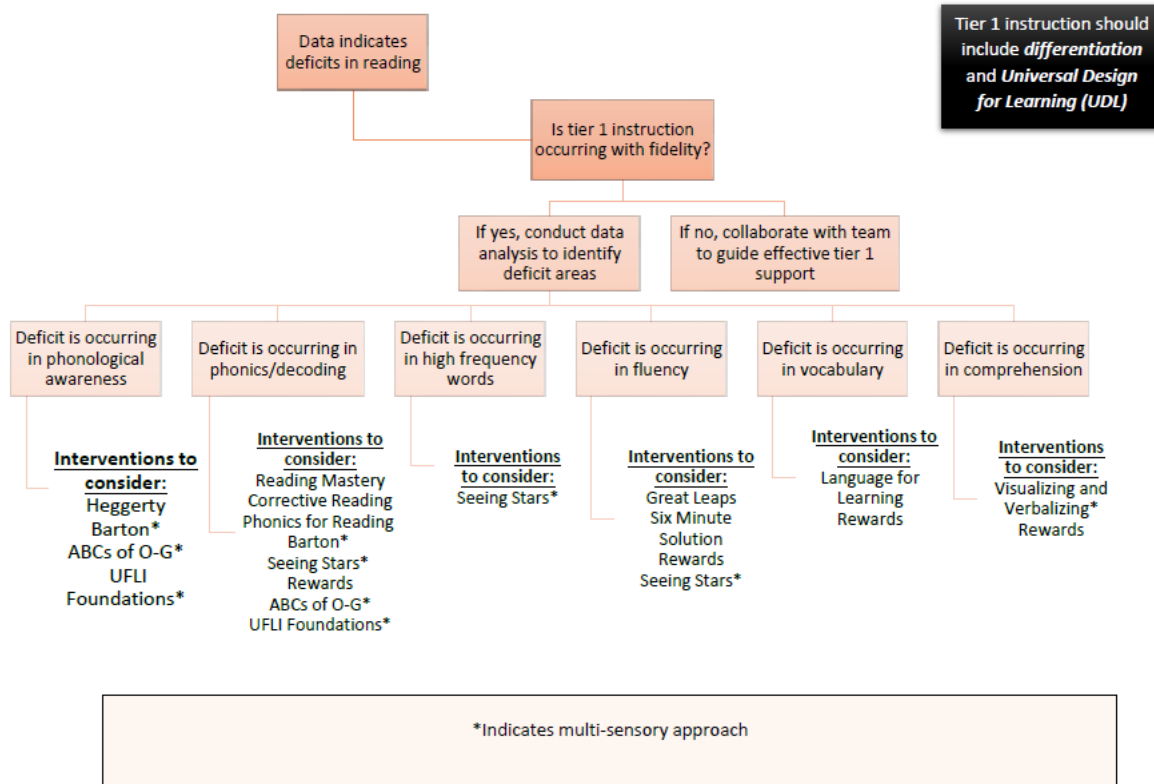
Tier 3 Instructional Resources (must include face-to-face instruction):

- UFLI Foundations Lesson Phonemic Awareness and Phonics (K-5)
- Heggerty Phonemic Awareness (K-2)
- Heggerty Bridge the Gap Phonemic Awareness Intervention (3-5)
- Language for Learning (K-2)
- Reading Mastery (K-2)
- Corrective Reading (3-5)
- Seeing Stars (K-5)
- Barton Spelling (3-5)

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

Evidence-based programs and practices for students with IEPs (Tier 2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)

K-5 Problem-Solving Tool: Reading



Evidenced-based programs and strategies for English language learners:

Tier 3 – Strategic or Intensive Intervention *Sheltered classrooms*

1. Language Power – K-5 *Sheltered classrooms only* - Build English Language proficiency. Differentiated lessons to build language skills through activities that focus on reading, writing, listening, and speaking. Thematically grouped texts accompanied by essential questions, and other inputs that build academic language, content-area literacy, and critical-thinking skills.
2. Imagine Learning (K-10th) – ELP Levels 1.0-2.5- Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains — reading, speaking, listening, and writing. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
3. Imagine Learning teachable lessons based on skills, standards, and language proficiency.
4. ELA & Math Language Frames- these are differentiated by ELP (beginner, intermediate, advanced), and can be used to support English Language Learners with the language of ELA & Math.

<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <ul style="list-style-type: none"> • Waterford Reading Academy (K) • UFLI Foundations (K-2) • Heggerty Phonemic Awareness (K-2) • Heggerty Bridge the Gap Intervention (3-5) • Seeing Stars (K-5)
<p>Number of times per week interventions are provided: 4-5 times a week</p>
<p>Number of minutes per intervention session: 30-60 minutes per session</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored. All Tier 3 interventions last 6-8 weeks, with progress monitoring assessments given a minimum of every 2 weeks to track the students' progress and determine if the intervention is having a positive effect on the student's learning.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? A student's progress in Tier 3 Interventions is monitored. If a student's data show a lack of progress, the Collaborative Problem-Solving Team (CPST) should review the interventions and data to identify possible barriers to the student's learning. The CPST will develop and monitor a classroom support plan that includes additional interventions and assessments. If the data continue to show a lack of progress after CPST collaboration, the student will be referred to the Multi-Discipline Referral Team (MRT) for additional testing and support.</p>

3. Summer Reading Camps ([Rule 6A-6.053\(12\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), 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.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

The district will offer a six-week Summer Reading Camp for all third grade students who scored a Level 1 on the FAST ELA PM3 and did not receive a good cause exemption. Participating students will have 180 minutes of literacy instruction five days a week. The curriculum includes explicit, systematic, and multi-sensory instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension aligned to third grade B.E.S.T. Benchmarks. Teachers who are endorsed or certified in reading are selected to teach third-grade Summer Reading Camp.

Instructional Materials include:

- Everfi Word Force (Phonics, Phonemic Awareness, Vocabulary, Fluency, Reading Comprehension)
- Reading A-Z Explicit, Systematic Phonics Lessons
- Measuring Up Vocabulary and Reading Comprehension
- Heinemann Interactive Read Alouds (Reading Across Genres)

[The National Reading Panel](#) (2000) found that certain instructional methods are better than others. To become good readers, children must develop:

- Phonemic awareness
- Phonics skills
- The ability to read words in text in an accurate and fluent manner
- The ability to apply comprehension strategies consciously and deliberately as they read

What Works Clearinghouse Practice Guides:

[*Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*](#)

- Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence
- Teach students to decode words, analyze word parts, and write and recognize words – Tier 1 Strong Evidence
- Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension – Tier 2 Moderate Evidence

[*Improving Reading Comprehension in Kindergarten Through 3rd Grade*](#)

- Teach students to use reading comprehension strategies – Tier 3 Promising

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

Yes

3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

A summer reading camp will be offered to students with substantial reading deficiencies who completed grades K-5 during the 2022-23 school year. Students will receive daily instruction in Reading Comprehension, Writing, Phonics/Word Study, and Vocabulary. This instruction is supported by the following research:

[*Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*](#)

- Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence
- Teach students to decode words, analyze word parts, and write and recognize word. – Tier 1 Strong Evidence
- Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension – Tier 2 Moderate Evidence

[*Improving Reading Comprehension in Kindergarten Through 3rd Grade*](#)

- Teach students to use reading comprehension strategies – Tier 3 Promising

[*Providing Reading Interventions for Students in Grades 4–9*](#)

- Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence
- Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence
- Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) recommendation:

- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence

Grades 6-8

1. Grades 6-8 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students.

Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Edmentum Exact Path Diagnostic	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other -Min. 2 x Year
District Developed Assessment	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other – 2 x Year

2. Describe the district's process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

The Division of Accountability and Assessment will provide a report to each principal that identifies students in grades 6-8 in need of Tier 2 or Tier 3 interventions based on the designated percentile ranges

after each FAST PM assessment. Teachers will use the available information from the screening and diagnostic assessments to identify areas of deficiencies and create a plan for the appropriate tier of intervention (PMP or IEP goals) including specific goals, strategies, and progress monitoring. Students in need of Tier 3 intervention are scheduled for intensive reading, which is an additional literacy course taken in addition to the English Language Arts course.

Grades 6-8 Decision Tree	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year: A score of 30 PR or higher on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.	
THEN TIER 1 Only	
Core Instruction <ul style="list-style-type: none"> • McGraw Hill StudySync <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> The following practices are incorporated in McGraw Hill's StudySync lessons: <ul style="list-style-type: none"> • Provide explicit vocabulary instruction – Tier 3 Promising Evidence • Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence • Provide opportunities for extended discussion of text meaning and interpretation – Tier 3 Promising Evidence • Increase student motivation and engagement in literacy learning – Tier 3 Promising Evidence 	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Eighty percent or more of students do not require Tier 2 or 3 interventions, or eighty percent or more students are scoring a Level 3, 4, or 5 on the FAST ELA PM3.	
Explain how the effectiveness of Tier 1 instruction is monitored. Student performance on teacher-created assessments, unit assessments, district-created progress monitoring assessments, and growth on diagnostic assessments all provide information on the effectiveness of Tier 1 instruction.	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? <ul style="list-style-type: none"> • District specialists, region specialists, and literacy coaches visit classrooms to observe teaching and learning and engage in coaching cycles with teachers needing additional support. • School leadership teams and district/region administrators engage in instructional rounds to observe instruction, collect data, and formulate plans for support. • Analysis of assessment data will focus district and/or region supports in schools demonstrating a need for additional support. 	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student scores below 30 PR on a FAST PM and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year:	

Score of 20-29 PR on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Supplemental instruction is provided to students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations:

- Provided in addition to Tier 1 instruction (more time for instruction)
- Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1
- Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus)
- Delivered to students with similar needs
- Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback

Hattie (2016) found that small group learning can be “very effective” with an effect size of .49, as long as the instruction matches the needs of the learner. Tier 2 instruction will be matched to the needs of the learner using blended learning personalized learning platforms and/or small group instruction based on diagnostic and/or formative assessment data.

[The National Reading Panel](#) (2000) found that to become good readers, children must develop:

- Phonemic awareness
- Phonics skills
- The ability to read words in text in an accurate and fluent manner.
- The ability to apply comprehension strategies consciously and deliberately as they read.

What Works Clearinghouse Practice Guides:

[Providing Reading Interventions for Students in Grades 4–9](#)

- Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence
- Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence
- Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) recommendation:

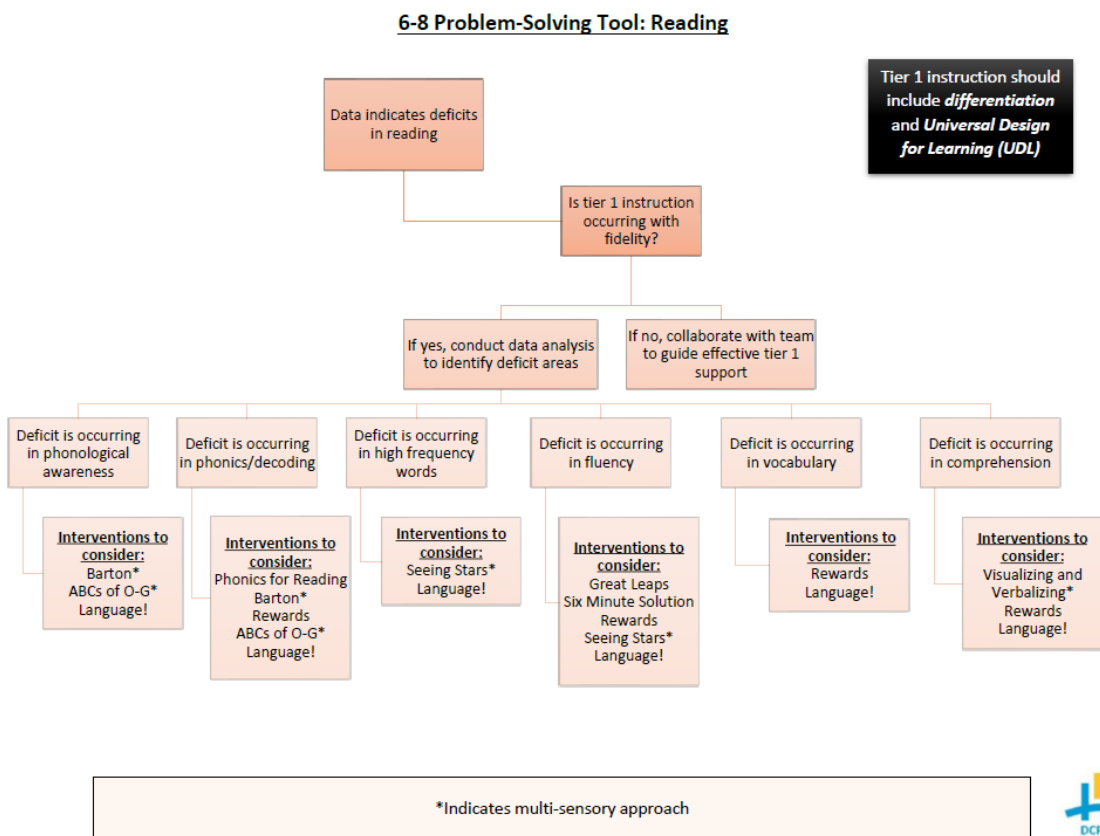
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence
- Increase student motivation and engagement in literacy learning – Tier 3 Promising Evidence

Tier 2 Instructional Resources:

- Edmentum Exact Path
- StudySync differentiated instruction materials
- District-created aligned articles for teacher-led small groups
- District-created tutoring modules aligned to B.E.S.T. benchmarks

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

Evidence-based programs and practices for students with IEPs (Tier 2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)



Evidenced-based programs and strategies for English language learners:

Tier 2 – Targeted or Supplemental Intervention

1. Imagine Learning – ELP Levels 1.0-2.5- Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains — reading, speaking, listening, and writing. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
2. Content picture bilingual dictionaries and glossaries
3. Graphic Novels - in ELD Classrooms only.

Number of times per week interventions are provided:

1-3 times per week (block scheduling)

<p>Number of minutes per intervention session: 20-30 minutes per session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. All Tier 2 interventions last 6-8 weeks, with progress monitoring assessments given a minimum of every 2 weeks to track the students' progress and determine if the intervention is having a positive effect on the student's learning.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem-Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity, or the student falls below the 20th PR on any state progress monitoring assessment, Tier 3 interventions should be started.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity, or the student falls below the 20th PR on any state progress monitoring assessment, Tier 3 interventions should be started.</p>
<p>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions Tier 3 provides the most intensive, targeted instruction, provided to a student demonstrating a substantial reading deficiency or resistance to Tier 2 interventions delivered with fidelity:</p> <ul style="list-style-type: none"> • Provided in addition to Tier 1 and Tier 2 (even more time) • Instruction is individualized to address the student's specific needs • Planned using a structured, data-based problem-solving process (even more narrowed focus) • Delivered individually, or in very small groups • Standards aligned, and integrated with Tier 1 and Tier 2 instruction • Most systematic and explicit instruction with more extensive opportunities for practice with error correction and feedback <p>Hattie (2016) found that small group learning can be "very effective" with an effect size of .49, as long as the instruction matches the needs of the learner. Tier 3 instruction will be matched to the needs of the learner through small group or individual instruction based on diagnostic and/or formative assessment data.</p> <p>The National Reading Panel (2000) found that certain instructional methods are better than others. To become good readers, children must develop:</p> <ul style="list-style-type: none"> • Phonemic awareness • Phonics skills • The ability to read words in text in an accurate and fluent manner. • The ability to apply comprehension strategies consciously and deliberately as they read. <p>What Works Clearinghouse Practice Guides: Providing Reading Interventions for Students in Grades 4–9</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence

- Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence
- Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:

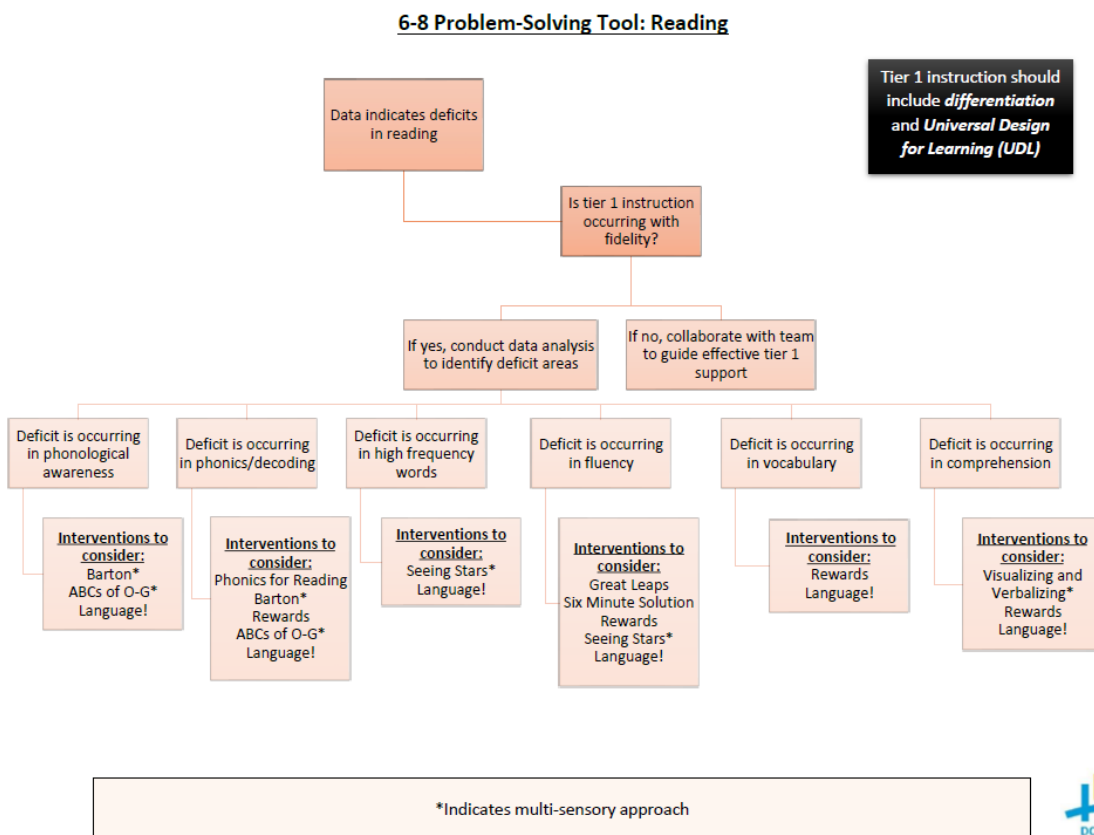
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence
- Increase student motivation and engagement in literacy learning – Tier 3 Promising Evidence

Tier 3 Instructional Resources:

- Voyager Sopris Language! Live Literacy Intervention Program

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

Evidence-based programs and practices for students with IEPs (Tier 2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)



Evidenced-based programs and strategies for English language learners:
Tier 3 – Strategic or Intensive Intervention *Sheltered classrooms*

1. Imagine Learning – ELP Levels 1.0-2.5- Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains — reading, speaking, listening, and writing. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
2. Imagine Learning teachable lessons based on skills, standards, and language proficiency.
4. ELA Language Frames- these are differentiated by ELP (beginner, intermediate, advanced), and can be used to support English Language Learners with the language of ELA & Math.
5. Everyday English – Voyager – in ELD Classrooms only. Social language & Academic language focus in small group setting. The curriculum includes cross curricular content (SS, Language Arts Math, Science), Assessments to measure growth and inform instruction. It also includes everyday real-life scenarios.
Number of times per week interventions are provided: 2-3 days a week (block scheduling)
Number of minutes per intervention session: 70-90 minutes per session
Explain how the effectiveness of Tier 3 interventions are monitored. Progress monitoring assessments are given a minimum of every 2 weeks to track the students' progress and determine if the intervention is having a positive effect on the student's learning.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? A student's progress in Tier 3 Interventions is monitored. If a student's data show a lack of progress, the Collaborative Problem-Solving Team (CPST) should review the interventions and data to identify possible barriers to the student's learning. The CPST will develop and monitor a classroom support plan that includes additional interventions and assessments. If the data continue to show a lack of progress after CPST collaboration, the student will be referred to the Multi-Discipline Referral Team (MRT) for additional testing and support.

Grades 9-12

1. Grades 9-12 Assessments

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

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Edmentum Exact Path Diagnostic	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		<input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Summative	<input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other -Min. 2 x Year
District Developed Assessment	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other – 2 x Year

2. Describe the district's process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

The Division of Accountability and Assessment will provide a report to each principal that identifies students in grades 9-12 in need of Tier 2 or Tier 3 interventions based on the designated percentile ranges after each FAST PM assessment (9-10) or the Edmentum Exact Path Diagnostic (11-12). Teachers will use the available information from the screening and diagnostic assessments to identify areas of deficiencies and create a plan for the appropriate tier of intervention (PMP or IEP goals) including specific goals, strategies, and progress monitoring. Students in need of Tier 3 intervention are scheduled for an additional literacy course taken in addition to the English Language Arts course.

Grades 9-12 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: A score of 30 PR or higher on FAST PM1 (9-10) or Edmentum Exact Path Diagnostic (11-12) and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.
THEN TIER 1 Only
Core Instruction <ul style="list-style-type: none"> McGraw Hill StudySyc <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> The following practices are incorporated in McGraw Hill's StudySync lessons: <ul style="list-style-type: none"> Provide explicit vocabulary instruction – Tier 3 Promising Evidence Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence Provide opportunities for extended discussion of text meaning and interpretation – Tier 3 Promising Evidence Increase student motivation and engagement in literacy learning – Tier 3 Promising Evidence
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

Eighty percent or more of students do not require Tier 2 or 3 interventions, or eighty percent or more students are scoring a Level 3, 4, or 5 on the FAST ELA PM3 (9-10).
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>Student performance on teacher-created assessments, unit assessments, district-created progress monitoring assessments, and growth on diagnostic assessments all provide information on the effectiveness of Tier 1 instruction.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?</p> <ul style="list-style-type: none"> • District specialists, region specialists, and literacy coaches visit classrooms to observe teaching and learning and engage in coaching cycles with teachers needing additional support. • School leadership teams and district/region administrators engage in instructional rounds to observe instruction, collect data, and formulate plans for support. • Analysis of assessment data will focus district and/or region supports in schools demonstrating a need for additional support.
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Student scores below 30 PR on a FAST PM (9-10) and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.</p>
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>Score of 20-29 PR on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension, or the student has not met ELA graduation requirements (11-12).</p>
THEN TIER 1 Instruction and TIER 2 Interventions
<p>Supplemental Instruction/Interventions</p> <p>Supplemental instruction is provided to students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations:</p> <ul style="list-style-type: none"> • Provided in addition to Tier 1 instruction (more time for instruction). • Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1. • Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus). • Delivered to students with similar needs. • Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback. <p>Hattie (2016) found that small group learning can be “very effective” with an effect size of .49, as long as the instruction matches the needs of the learner. Tier 2 instruction will be matched to the needs of the learner using blended learning personalized learning platforms and/or small group instruction based on diagnostic and/or formative assessment data.</p> <p>The National Reading Panel (2000) found that to become good readers, children must develop:</p> <ul style="list-style-type: none"> • Phonemic awareness • Phonics skills • The ability to read words in text in an accurate and fluent manner. • The ability to apply comprehension strategies consciously and deliberately as they read. <p>What Works Clearinghouse Practice Guides:</p>

Providing Reading Interventions for Students in Grades 4–9

- Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence
- Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence
- Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:

- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence
- Increase student motivation and engagement in literacy learning – Tier 3 Promising Evidence

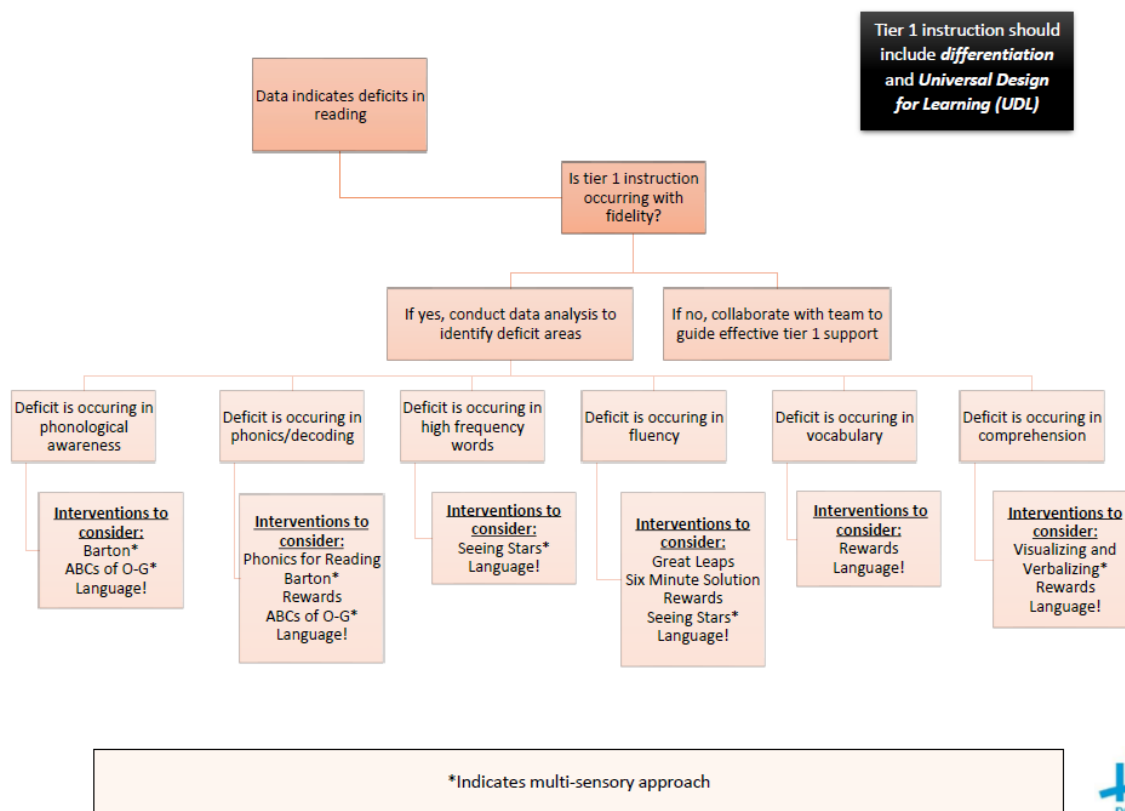
Tier 2 Instructional Resources:

- Edmentum Exact Path
- StudySync differentiated instruction materials
- District-created aligned articles for teacher-led small groups
- District-created tutoring modules aligned to B.E.S.T. benchmarks

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

Evidence-based programs and practices for students with IEPs (Tier 2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)

9-12 Problem-Solving Tool: Reading



Evidenced-based programs and strategies for English language learners:**Tier 2 – Targeted or Supplemental Intervention**

1. Imagine Learning (9-10) – ELP Levels 1.0-2.5- Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains — reading, speaking, listening, and writing. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
2. Content picture bilingual dictionaries and glossaries
3. Rosetta Stone (11 – 12) in ELD classrooms only. Rosetta Stone's structured immersion method expedites language learning. Every lesson in the curriculum is scaffolded to improve students' proficiency and includes listening, speaking, pronunciation, reading, grammar, vocabulary, writing, and review skills.
4. Graphic Novels - in ELD Classrooms only.

Number of times per week interventions are provided:

1-3 times per week (block scheduling)

Number of minutes per intervention session:

20-30 minutes per session

Explain how the effectiveness of Tier 2 interventions are monitored.

All Tier 2 interventions last 6-8 weeks, with progress monitoring assessments given a minimum of every 2 weeks to track the students' progress and determine if the intervention is having a positive effect on the student's learning.

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

Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem-Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.

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

If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity, or the student falls below the 20th PR on any state progress monitoring assessment (9-10) or district diagnostic (11-12), Tier 3 interventions should be started.

Beginning of year data**IF: Student meets the following criteria at the beginning of the school year:**

If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity, or the student falls below the 20th PR on any state progress monitoring assessment, Tier 3 interventions should be started.

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions**Intensive, Individualized Instruction/Interventions**

Tier 3 provides the most intensive, targeted instruction, provided to a student demonstrating a substantial reading deficiency or resistance to Tier 2 interventions delivered with fidelity:

- Provided in addition to Tier 1 and Tier 2 (even more time)
- Instruction is individualized to address the student's specific needs.
- Planned using a structured, data-based problem-solving process (even more narrowed focus).
- Delivered individually, or in very small groups.
- Standards aligned and integrated with Tier 1 and Tier 2 instruction.
- Most systematic and explicit instruction with more extensive opportunities for practice with error correction and feedback.

Hattie (2016) found that small group learning can be “very effective” with an effect size of .49, as long as the instruction matches the needs of the learner. Tier 3 instruction will be matched to the needs of the learner through small group or individual instruction based on diagnostic and/or formative assessment data.

[The National Reading Panel](#) (2000) found that certain instructional methods are better than others. To become good readers, children must develop:

- Phonemic awareness
- Phonics skills
- The ability to read words in text in an accurate and fluent manner.
- The ability to apply comprehension strategies consciously and deliberately as they read.

What Works Clearinghouse Practice Guides:

[*Providing Reading Interventions for Students in Grades 4–9*](#)

- Build students’ decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence
- Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence
- Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

[*Improving Adolescent Literacy: Effective Classroom and Intervention Practices*](#) recommendation:

- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence
- Increase student motivation and engagement in literacy learning – Tier 3 Promising Evidence

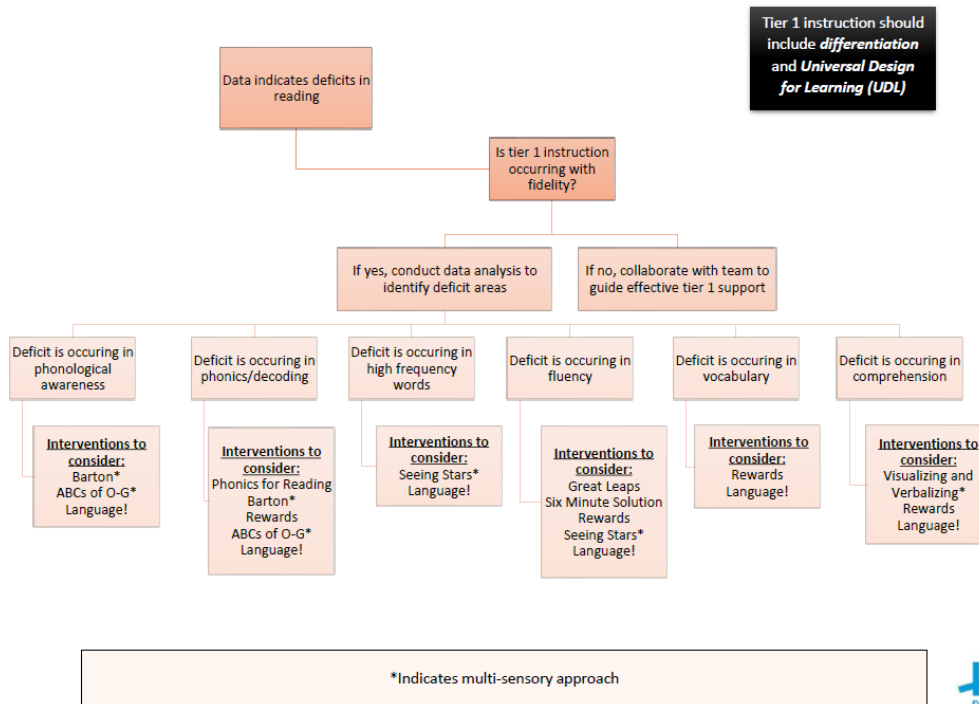
Tier 3 Instructional Resources:

- **Actively Learn (9-10)**
- **Mastery Prep (11-12)**

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

Evidence-based programs and practices for students with IEPs (Tier 2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)

9-12 Problem-Solving Tool: Reading



Evidenced-based programs and strategies for English language learners:

Tier 3 – Strategic or Intensive Intervention *Sheltered classrooms*

1. Imagine Learning (9-10) – ELP Levels 1.0-2.5- Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains — reading, speaking, listening, and writing. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
2. Imagine Learning teachable lessons based on skills, standards, and language proficiency.
3. ELA Language Frames- these are differentiated by ELP (beginner, intermediate, advanced), and can be used to support English Language Learners with the language of ELA & Math.
4. Everyday English – Voyager – in ELD Classrooms only. Social language & Academic language focus in small group setting. The curriculum includes cross curricular content (SS, Language Arts Math, Science), Assessments to measure growth and inform instruction. It includes everyday real-life scenarios.

Number of times per week interventions are provided:

2-3 days a week (block scheduling)

Number of minutes per intervention session:

90 minutes per session

Explain how the effectiveness of Tier 3 interventions are monitored.

Progress monitoring assessments are given a minimum of every 2 weeks to track the students' progress and determine if the intervention is having a positive effect on the student's learning.

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

A student's progress in Tier 3 Interventions is monitored. If a student's data show a lack of progress, the Collaborative Problem-Solving Team (CPST) should review the interventions and data to identify possible barriers to the student's learning. The CPST will develop and monitor a classroom support plan that includes additional interventions and assessments. If the data continue to show a lack of progress after CPST collaboration, the student will be referred to the Multi-Discipline Referral Team (MRT) for additional testing and support.

6) Professional Development ([Rule 6A.6.053\(4\), F.A.C.](#))

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

- Provide professional development required by [s. 1012.98\(4\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

Principals schedule common planning times for grade levels or departments and the school leadership (Principal, assistant principal, or coach) meets weekly or biweekly with teachers to provide embedded professional learning through Professional Learning Community (PLC) structures. During these meetings, teacher teams discuss benchmarks, review student work and data, and plan upcoming instruction, providing relevant and differentiated professional learning for each team. Progress monitoring data identify teachers in need of additional support, which can be provided by the site-based literacy coach or administrator, a district specialist, or through participation in school-level or district training.

Additionally, district literacy specialists, region specialists, and state literacy directors provide a variety of options for professional development for teachers and administrators on the science of reading, the literacy practice profiles, instruction in each of the literacy domains, B.E.S.T. benchmarks, and evidence-based programs and practices, including:

- Universal RAISE webinars
- Monthly grade level professional development and planning (cohorts)
- Asynchronous courses to deepen content and research knowledge
- Initial trainings with site visits to support implementation
- School leadership literacy series
- Monthly literacy coach professional learning

District and state assessment data and instructional rounds identify teachers who may be candidates to serve as mentor teachers and/or model classrooms. Principal and/or literacy coach recommendations confirm that teachers meet the criteria to serve in this capacity and in what areas.

B. List the pathways that are available in your district for earning the Reading Endorsement.

Duval County offers Competencies 1-5 for our teachers seeking a Reading Endorsement. Teachers may also opt to enroll in the UF Lastinger Center online Literacy Matrix program.

7) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(2\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

- We will be completing the last phase of our K-3 Reading Tutoring during our summer programming for students who just completed first grade and have a deficiency in reading. Students will participate in 1:1 tutoring for 40 minutes a day, five days a week. Tutors include high school students and community volunteers.
- Second and third graders across the district began using Amira, an artificial intelligence tutoring app, to practice reading accuracy and fluency practice that included immediate feedback and tutoring support this spring. The pilot of this resource will extend over the summer and into the fall of 2023.
- Tutoring models aligned to the B.E.S.T. benchmarks were written for grades 2-10, providing schools with the instructional resources needed to offer in-school or after school tutoring programs for students. Tutoring modules included two tracks of lessons to meet the needs of significantly below-level students and those who are approaching a Level 3 achievement level.

8) Family Engagement ([Rule 6A-6.053\(11\), F.A.C.](#))

In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

After a district diagnostic window closes, schools use our decision trees to determine which students are considered substantially below grade level. A parent/guardian letter that explains the reading deficiency and the implication for the student is sent home. The letter requires a signature and invites the parent/guardian to schedule a conference with the teacher to discuss the information in more detail. The K-3 Read-at-Home resources provide families with guidance on supporting literacy activities that parents/guardians can implement at home to support their student's reading development. These resources are available on the district website in English and Spanish. They can be printed for families upon request.

We currently have a partnership with Read USA and Scholastic Inc. to provide books and suggestions for literacy activities to do at home to all K-5 students over the summer. VPK students will receive summer kits to extend their home learning throughout the summer. Our Parent Academy sessions provide training and suggestions to families on how to engage in literacy activities over the summer in a fun, engaging manner that helps avoid summer learning loss. Our district-wide focus on literacy is supported by a city-wide alliance of non-profit organizations named "Read Jax." These organizations are partnering with Duval County Public Schools to raise awareness in the community and to help families support the literacy development of their children. Their "20 minutes a day paves the way" slogan will encourage children to read 20 minutes each day. Additionally, our students who are identified as substantially below grade level are encouraged to enroll in the New Worlds Reading Initiative (grades K-5) to receive free books at home throughout the school year and to apply for Reading Scholarship funds (grades K-5).