

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Vanessa De La Peña	vdelapena@dadeschools.net	305-995-3122
Data Element	Omar Riaz	omarriaz@dadeschools.net	305-995-2943
Third Grade Promotion	Omar Riaz	omarriaz@dadeschools.net	305-995-2943
Multi-Tiered System of Supports	Trynegwa Diggs	trykai@dadeschools.net	305-995-1405
Other (Enter Responsibility)			

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	\$2,547,387.50	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$1,676,000.00	
Third grade summer reading camps	\$3,000,000.00	
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$2,547,387.50	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$1,187,843.00	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$409,908.13	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	\$350,954.00	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning	\$8,249.87	
Family engagement activities	\$30,000.00	
Other – Please Describe (Add additional rows as needed.)		
Support Personnel for Tier 2 and Tier 3 Interventions	\$205,860.00	
Estimated Sum of Expenditures	\$11,963,590.00	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	1	1	89	91

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

To foster high-quality interactions and significantly improve literacy outcomes for Voluntary Prekindergarten (VPK) students, we will implement a data-driven approach to program support. Program Designation data will be reviewed, and schools will be tiered based on their performance. Schools identified as "Below Expectations" or "Unsatisfactory" will receive intensive, targeted support. This will include the development of a comprehensive Action Plan designed to enhance literacy instruction.

All VPK teachers are certified within the state of Florida. To further bolster their expertise, targeted professional learning opportunities will be provided, informed by an analysis of FAST data. Individual student scores will be thoroughly analyzed to pinpoint areas of deficiency. For students demonstrating significant deficiency in early literacy, a Progress Monitoring Plan will be put into place to provide additional, individualized support.

Students who continue to show significant deficiencies will be eligible for and invited to participate in the Summer Bridge Program. The insights gained from this targeted support will also serve as a crucial baseline for kindergarten teachers, facilitating a seamless transition and continued instructional support for these students.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	23	21	55	57
1	31	29	54	56
2	30	28	47	49
3	22	20	60	62
4	22	20	59	61
5	19	17	60	62
6	19	17	62	64
7	21	19	62	64
8	21	19	60	62
9	23	21	56	58
10	19	17	60	62

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	The district monitors state and local assessment data such as: FAST, supplemental software, and in-program assessments. This data is analyzed at the district level after each assessment period	Schools monitor state and local assessment data such as: FAST, supplemental software, and in-program assessments. The Literacy Leadership team analyzes data after each assessment

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

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

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

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

- Literacy coaches are provided with the time, preparation, and continuous support needed to properly fulfill their role.

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

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

- Develop a tiered professional learning plan of support for teachers, instructional coaches, and administrators for the 2025-2026 school year that prioritizes the instruction of foundational skills in grades VPK-Grade 3 using evidence-based methodologies and strategies to close achievement gaps for all students.
- Continue providing teachers with in-depth professional learning and job-embedded training on the Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) through the use of our core instructional materials to provide teachers with instructional tools to help remediate and accelerate all students to their full academic potential.
- Continue to strengthen foundational skills in grades VPK-Grade 3 through the use of evidence-based methodologies and strategies to close the achievement gap.
- Continue to strengthen knowledge of all school-site administrators with a focus on the application of the Science of Reading.
- Continue to ensure all students have access to a rigorous, evidence-based curriculum for reading and writing, and teachers use curriculum with fidelity as evident through site-based monitoring data.
- Continue providing monthly professional learning and targeted job-embedded support to Instructional Coaches utilizing the Just Read, Florida Coaching Model in collaboration with the Jim Knight Framework for Coaching.

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

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

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

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

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

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

1. Is the district using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

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

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

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

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

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

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

The district supports literacy coaches using a variety of strategies:

- Literacy coaches receive in-depth professional learning utilizing the Just Read, Florida! coaching model in conjunction with the Jim Knight Framework of Coaching.
- In addition to the coaching model, coaches receive training on the application of Florida's B.E.S.T. Standards utilizing the district's core program.

- Coaches receive data analysis support by assisting in utilizing progress monitoring data to drive instruction and conducting classroom walkthroughs with a focus on effective instruction.
- Coaches participate in networking opportunities through regular coaches' meetings.
- Coaches have access to a wide range of instructional resources to support their work with teachers.

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

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

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

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

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

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

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).

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

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

The district ensures that its reading curriculum and instructional practices align with Florida's English Language Arts (ELA) standards, including the specific standards outlined in the Formula for Reading Success. This alignment guarantees that all students, regardless of their background or learning needs, have access to high-quality reading instruction. The district provides ongoing professional learning opportunities for teachers to enhance their knowledge and skills in evidence-based reading instruction, including strategies for supporting students with disabilities and English Language Learners (ELLs). These opportunities may include training on effective instructional practices, assessment techniques, and strategies for differentiating instruction. Miami-Dade County Public Schools (M-DCPS) aligns K–12 reading instruction with Florida's Formula for Reading Success through the district's assessment/decision trees. This document also includes direct links to the decision trees for English Language Learners (ELLs) and Students with Disabilities (SWDs) to ensure appropriate placement. In-program progress monitoring tools are used to assess the effectiveness of Florida's Formula for Reading Success. The district will further support and monitor the implementation of the Formula by reviewing master schedules, analyzing progress monitoring data for each tier of instruction, utilizing a walkthrough form for accurate monitoring, and providing professional learning and support as needed. These efforts are closely aligned with the M-DCPS Strategic Vision Plan, which emphasizes student achievement, effective educators, data-driven decision-making, and equity and access. By investing in professional learning and instructional leadership, the district ensures that all educators are equipped to meet the literacy needs of every student. This alignment also supports the district's broader goal of fostering academic excellence and closing achievement gaps.

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

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

Instruction in VPK classrooms in M-DCPS focuses on quality interactions that support children's language, cognitive development, and social/emotional skills. Well managed classrooms, which provide organization

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

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

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

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

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

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

Students with a substantial deficiency in early literacy skills as demonstrated on the FAST Star Early Literacy Progress Monitoring PM2 score, will receive a Progress Monitoring Plan (PMP) to ensure intentional planning for the student and monitor closely the progress towards kindergarten readiness. Students scoring below the 10th percentile are considered Tier 3, while students scoring between the 10th and 24th percentile are considered Tier 2. Although the state only requires a PMP for Tier 3 students, M-DCPS has developed a plan to ensure the monitoring of fragile students in Tier 2. Based on the Renaissance Star Record Book Report, students are provided with intervention on Emergent Literacy, Language and Vocabulary, and/or Early Numeracy. Additionally, students in Tier 3 are provided additional support through a targeted Waterford playlist and receive access to Waterford and Ready Rosie for additional family support.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<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"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST Star Reading	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2	<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"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress	<input checked="" type="checkbox"/> 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
	<input checked="" type="checkbox"/> Grade 5		Monitoring <input checked="" type="checkbox"/> Summative	

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Curriculum Associates i-Ready	<input type="checkbox"/> VPK <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"/> All Students <input type="checkbox"/> Select Students	<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 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 (3 rd Grade) <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other (2 x Year for Grades K-2;4-5)

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

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

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

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

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

- testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

The district identifies students with a deficiency in reading for grade K-3 if they meet any of the following criteria: they have been retained, score one or more grade levels below on the i-Ready Diagnostic, score below the 25th percentile on the FAST Star Early Literacy/Reading Assessment in grades K–2, or score below the 25th percentile on the FAST Reading Assessment in grade 3. The district creates an Assessment/Curriculum Decision Tree with the criteria that administrators utilize to identify and place students in Tier 2/Tier 3 reading interventions. PM 3 data is utilized to identify students who may require reading intervention and to ensure their appropriate placement for the upcoming school year. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided with district support as needed. Early identification and placement of students requiring reading intervention for each upcoming school year is encouraged. Adjustments are made once the new school year data is obtained.

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

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

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

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

Miami-Dade County Public Schools employs a comprehensive and robust framework that guides school teams with the proper identification of students who display a substantial reading deficiency while also outlining progress monitoring and intervention as appropriate. Students who demonstrate characteristics of dyslexia are captured within the subset of students identified as having a substantial reading deficiency. Multiple assessment data points specific to a student's grade level have been established to identify students with significant reading deficiencies or characteristics of dyslexia. These data points may be collected from the FAST assessment, the i-Ready Diagnostic Assessment, or the Star Early Literacy/Star Reading Assessment. Additionally, students may be identified as needing intervention if they show, through

progress monitoring, formative assessments, or teacher observation data, minimal skill levels in one or more reading competency areas: phonological awareness, phonics, vocabulary (including oral language skills), fluency, and comprehension. The i-Ready Literacy Tasks serve as an extra Dyslexia Screener for at-risk students. After analyzing the Dyslexia Screener results, students are automatically enrolled in the Reading Horizons intervention program. This program, based on the Science of Reading and Orton-Gillingham methodologies, provides a structured literacy approach as an evidence-based resource. An MTSS (Multi-Tiered System of Supports) team, which may include dyslexia specialists ("Dyslexperts"), collaborates to review data from all instructional tiers, regularly assessing the effectiveness of interventions and providing academic support to all students.

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

For students exhibiting characteristics of dyslexia who are not responding to intervention, the Multi-Tiered System of Supports (MTSS) team convenes a Student Support Team (SST)/Tier 3 meeting. This meeting includes key stakeholders such as members of the Leadership and Learning Team (LLT), the School Psychologist, intervention specialists, and other relevant staff. During the meeting, the team reviews intervention strategies and student performance data to determine the next steps.

If the data suggests that further evaluation is warranted, and it is deemed appropriate by the team, parent or guardian consent is obtained for a comprehensive evaluation to determine eligibility for special education services under an Individualized Education Plan (IEP). In other cases, based on the review of student data and input from the team, the possibility of a Section 504 Plan may be explored to ensure appropriate accommodation is provided.

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

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

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

The effectiveness of Tier 1 instruction is being monitored via formal/informal classroom walkthroughs, formative assessment data, and student work folders.

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

Tier 2 interventions are monitored through in-program assessments, including online biweekly checkups and chapter tests for grades K–3, and online quizzes and chapter tests for grades 4–5. In addition, students are administered monthly Oral Reading Fluency (ORF) assessments. These

interventions will also be monitored through ongoing classroom walkthroughs to ensure fidelity of implementation and to provide timely support.

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

Tier 3 interventions are monitored through in-program assessments, including weekly online checkups and chapter tests for grades K–3, as well as online quizzes and chapter tests for grades 4–5. In addition, students are administered biweekly Oral Reading Fluency (ORF) assessments.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Students will demonstrate proficiency in reading, as evidenced by their FAST PM1 assessment.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. The performance criterion for determining that Tier 1 instruction is adequate is achieving a score of at least 80% on-grade level on the McGraw-Hill Wonders Progress Monitoring Assessments.	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?	
<ul style="list-style-type: none"> Conduct weekly meetings to plan for effective Tier 1 instruction. Analyze student data from weekly/bi-weekly formative assessments to identify areas for reteaching, remediation, or enrichment. Plan small group differentiated activities based on data-driven skills to meet student needs. If the data reveals that most of the class did not master the skills taught, the teacher provides reteaching opportunities in either whole group or small group settings. 	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill Wonders	5
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: The performance criteria that prompt the addition of Tier 2 intervention include consistently scoring below 70% on the McGraw Hill Wonders assessments or scoring below grade level on any i-Ready Diagnostic Assessment.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: Scoring a Level 2 on the FAST PM3 assessment or being one grade level below on any i-Ready Diagnostic Assessment.	

<p>Number of times per week interventions are provided: Five times per week</p> <p>Number of minutes per intervention session: 30 minutes per session</p>		
<p>Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Horizons Discovery® for grades K-3	ESSA Level 3 Promising Evidence	
Reading Horizons Elevate for grades 4-5	Pending an ESSA rating of strong, moderate, promising, or demonstrates levels of evidence	<p>Reading Horizons Elevate for grades 4-5 is awaiting an ESSA rating of strong, moderate, or promising. However, it supports the following IES Practice Guide recommendations:</p> <p>Recommendation 1: Academic Language RH Discovery embeds academic language instruction through phonemic awareness, decoding, and encoding skills. Vocabulary is introduced in context, with teachers providing definitions during dictation and encouraging sentence creation. Transfer Cards and Decodable Little Books enhance academic language development.</p> <p>Recommendation 2: Phonemic Awareness The RH Discovery Sound City curriculum supports phonemic awareness through explicit, systematic instruction in phoneme articulation, blending, segmenting, and manipulation. These lessons align with current research and ensure students develop phonemic proficiency for fluent reading.</p> <p>Recommendation 3: Decoding RH Discovery provides explicit phonics instruction, starting with the alphabetic principle and progressing to multisyllabic word decoding. The program reinforces skills through continual practice, using a unique marking system to help students recognize word patterns and strengthen visual memory.</p> <p>Recommendation 4: Connected Text RH Discovery fosters fluent reading by providing practice with connected text at various levels. The program integrates word, phrase, sentence, and story reading, building automaticity and accuracy.</p>

		<p>These recommendations are implemented through a multisensory dictation technique based on the Orton-Gillingham approach, and a unique marking system aids visual memory and pronunciation. The program also includes non-fiction passages for students to apply foundational skills.</p> <p>The district will support implementation with ongoing coaching, weekly/bi-weekly progress monitoring, and professional learning opportunities, both virtual and in-person. Teachers also have access to self-paced online modules for continuous training.</p>
<p>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.</p>		
<p>Students with Disabilities</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<p>English Language Learners</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>The Reading Horizons program incorporates several multisensory strategies, such as visual, auditory, and kinesthetic techniques, within the Daily Core 4 framework.</p>		
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Demonstrates a negative response to intervention by scoring below 80% on the Reading Horizons in-program intervention assessments.</p>		
<p>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</p>		
<p>Beginning of Year Data</p>		
<p>Students who meet the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> • K- 5 student retained the prior school year; or • K-2 student scoring below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system; or • Grade 3 student scoring below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system; or • K-5 student scoring a Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system; or • K-5 student who is two grade levels below on any i-Ready Diagnostic Assessment. 		

<p>Number of times per week interventions are provided: 60 minutes total per week to include either twice a week for 30 minutes or three times a week for 20 minutes. This time is in addition to what students are already receiving in Tier 2 intervention for (150 minutes) to equal a total of 210 minutes weekly of Tier 2 and Tier 3 intervention.</p> <p>Number of minutes per intervention session: 20-30 minutes</p>		
<p>Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Horizons Discovery® for grades K-3	ESSA Level 3 Promising Evidence	
Reading Horizons Elevate for grades 4-5	Pending an ESSA rating of strong, moderate, promising, or demonstrates levels of evidence	<p>Reading Horizons Elevate for grades 4-5 is awaiting an ESSA rating of strong, moderate, or promising. However, it supports the following IES Practice Guide recommendations:</p> <p>Recommendation 1: Academic Language RH Discovery embeds academic language instruction through phonemic awareness, decoding, and encoding skills. Vocabulary is introduced in context, with teachers providing definitions during dictation and encouraging sentence creation. Transfer Cards and Decodable Little Books enhance academic language development.</p> <p>Recommendation 2: Phonemic Awareness The RH Discovery Sound City curriculum supports phonemic awareness through explicit, systematic instruction in phoneme articulation, blending, segmenting, and manipulation. These lessons align with current research and ensure students develop phonemic proficiency for fluent reading.</p> <p>Recommendation 3: Decoding RH Discovery provides explicit phonics instruction, starting with the alphabetic principle and progressing to multisyllabic word decoding. The program reinforces skills through continual practice, using a unique marking system to help students recognize word patterns and strengthen visual memory.</p> <p>Recommendation 4: Connected Text RH Discovery fosters fluent reading by providing practice with connected text at various levels. The</p>

		<p>program integrates word, phrase, sentence, and story reading, building automaticity and accuracy.</p> <p>These recommendations are implemented through a multisensory dictation technique based on the Orton-Gillingham approach, and a unique marking system aids visual memory and pronunciation. The program also includes non-fiction passages for students to apply foundational skills.</p> <p>The district will support implementation with ongoing coaching, weekly/bi-weekly progress monitoring, and professional learning opportunities, both virtual and in-person. Teachers also have access to self-paced online modules for continuous training.</p>
<p>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.</p>		
<p>Students with Disabilities</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<p>English Language Learners</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>The Reading Horizons program incorporates several multisensory strategies, such as visual, auditory, and kinesthetic techniques, within the Daily Core 4 framework.</p>		
<p>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>The district implements the Multi-Tiered System of Supports (MTSS) process to address student needs on a case-by-case basis by analyzing student data. Tier 3 intervention is enhanced through data monitoring, program fidelity, and providing support as needed.</p>		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

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

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

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third

grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher’s performance evaluation under [S. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
<p>Schedule:</p> <p>Third-grade students attending Summer Reading Camp receive a full day of reading instruction from 8:30 AM to 1:50 PM. The daily schedule includes lessons in reading comprehension strategies, vocabulary development, phonics and word study.</p> <p>Additionally, students will engage in two small group rotations, each lasting 20 minutes. These rotations will include a teacher-led center, a technology center, and an independent learning center.</p> <p>This structure ensures targeted, engaging instruction tailored to meet the needs of each student.</p>

Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):

The district will provide five weeks of instruction to grade 3 students who scored Level 1 on the FAST PM3. An Instructional Framework has been created to assist teachers with bell-to-bell instruction, which includes a full day of reading instruction using *Exploring Reading* and *Building Vocabulary* from Teacher-Created Materials. Both programs utilize the Gradual Release of Responsibility Model to teach reading strategies and skills explicitly and systematically.

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

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

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

The programs also offer differentiation options for additional support and/or enrichment in both whole-group and small-group instruction. Furthermore, students will be provided with dedicated time for explicit and systematic phonics instruction using an evidence-based program from Teacher-Created Materials. They will have time to apply phonics skills by writing sentences and reading decodable readers.

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

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

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

Alternative Assessment Used:

I-Ready AP3 (given prior to 3rd Grade Summer Reading Camp)

Additional Information (optional):

Summer FAST Grade 3 ELA Reading

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

Summer Reading Camps for Students in Grades K-5	
Will the district implement this option? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, please describe the grade level(s) that will be invited to participate.	

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<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"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
NWEA Map Growth Assessment	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<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 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
Read 180 Code Placement Assessment	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input type="checkbox"/> Oral Language <input checked="" 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 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 checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
I-Ready	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Student	<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 checked="" 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 (2 x Year)
Read 180 Digital/Fluency Tests	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Read 180 Code Oral Reading Fluency Assessment (ORF)	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

The district identifies students with a deficiency in reading following the M-DCPS Student Progression Plan that states that all FAST PM3 Level 1 and Level 2 students are required to be scheduled into an Intensive Reading course. The district creates an Assessment/Curriculum Decision Tree with specific criteria based on FAST PM3 Scale Scores, NWEA Map Growth assessment scores, and Code Placement scores that administrators utilize to identify and place students in Tier 2/Tier 3 intensive reading courses. For students to be placed in the Tier 3 course they must receive a RIT score on the NWEA Map Growth Assessment below the 20th percentile and this score prompts students who meet criteria to take the Code Placement Assessment to ensure that intervention and remediation of foundational skills is needed before being placed in a Tier 3 intensive reading course. Data drives the placement of students in Tier 2 or Tier 3 intensive reading courses. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided with support as needed. Accurate identification and placement of students requiring an intensive reading course for each upcoming school year is encouraged. A dashboard for reading placement is created in Power BI to assist schools with placement. Adjustments are made once the new school year data is obtained.

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

- District staff will monitor program implementation fidelity during school site support visits.
- District staff will collect information from literacy leaders during ICADs and school site support visits.
- School site administrators conduct walk-throughs using a “look-for” tool designed to ensure curriculum fidelity.
- Optional Standards-Aligned Progress Monitoring Tool through Performance Matters and Power BI.
- Tier 1 instruction is monitored through formative assessment data and student work folders.

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

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

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

Tier 3 interventions are monitored through the NWEA Map Growth Assessment and Read 180 Code Placement Assessment three times a school year. The Read 180 Code curriculum has in-program assessments to progress monitor skills as students receive interventions. The frequency of these assessments is based on students’ individual performance as they complete segments. The data generated from the Student Application (Zone) and Independent Reading quizzes is also analyzed to monitor effectiveness on a weekly basis. In addition, Read 180 Code provides Oral Reading Fluency (ORF) assessments.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year:	
Students show proficiency in reading as evidenced on the FAST assessment.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
The performance criteria is a score of 70% or higher on the Savvas <i>myPerspectives</i> Unit Test which are standard-aligned cold reads.	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?	
The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum:	
<ul style="list-style-type: none"> • District staff will meet quarterly with curriculum vendors to debrief on program effectiveness. • English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction. • Supplemental tools are utilized to support the content in the core curriculum. 	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas <i>myPerspectives</i>	5
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	

<ul style="list-style-type: none"> • Scoring at a Level 1 or Level 2 on FAST PM3. • i-Ready performance declines to one grade level below or two or more grade levels below. 		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
<p>Students who meet the following criteria at the beginning of the school year: Students that score at level 1 – 2 on the FAST PM3.</p>		
<p>Number of times per week interventions are provided: The students receive intervention based on their school's bell schedule. The class time will vary depending if the school is on a block schedule, they will meet two or three times a week for 85 to 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.</p>		
<p>Number of minutes per intervention session: The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.</p>		
<p>Course(s) where interventions take place: M/J Intensive Reading 1 Grade 6 (1000010), M/J Intensive Reading 2 Grade 7 (1000012), M/J Intensive Reading 3 Grade 8 (1000014), and M/J Developmental Language Arts Through ESOL (1002181)</p>		
Supplemental Instruction/Interventions		
<p>Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Houghton Mifflin Harcourt Read 180 Comprehension	Tier I Strong	
<p>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.</p>		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Curriculum Associates i-Ready/i-Ready Pro	Tier 2 Moderate	
McGraw Hill Achieve 3000	Tier I Strong	
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <ul style="list-style-type: none"> • Student scores at FAST PM3 ELA Level 1 or Level 2 at the end of the year. • i-Ready performance declines to low yellow zone or red zone. • Specific criteria on the NWEA Map Growth Assessment and Read 180 Code Placement Assessment. 		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
<p>Students who meet the following criteria at the beginning of the school year: All students that score at Level 1 – Level 2 on the FAST PM3 who need remediation with foundational reading skills.</p>		
<p>Number of times per week interventions are provided: The students receive intervention based on their school's bell schedule. The class time will vary depending if the school is on a block schedule, they will meet two or three times a week for 85 to 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.</p>		
<p>Number of minutes per intervention session: The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling. Tier 2 students receive an average of 60 minutes per week of teacher-led small group instruction. Tier 3 students receive an average of 90 minutes per week of teacher-led small group instruction.</p>		
<p>Course(s) where interventions take place: M/J Intensive Reading 1 Grade 6 (1000010), M/J Intensive Reading 2 Grade 7 (1000012), M/J Intensive Reading 3 Grade 8 (1000014), and M/J Developmental Language Arts Through ESOL (1002181)</p>		
Intensive, Individualized Instruction/Interventions		
<p>Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Houghton Mifflin Harcourt Read 180 Code	Tier I Strong	
<p>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.</p>		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Curriculum Associates i-Ready/i-Ready Pro Teacher Led Lessons	Tier 2 Moderate	
McGraw Hill Achieve 3000 Teacher Led Lessons	Tier I Strong	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Teachers will receive professional learning and on-going coaching support to ensure that HMH Read 180 Code is being implemented with fidelity. Progress monitoring assessments will be conducted as segments are completed to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. The data generated from the Student Application (Zone) and Independent Reading quizzes is also analyzed to monitor effectiveness on a weekly basis. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with</p>		

instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<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"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
NWEA Map Growth Assessment	<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"/> All Students <input checked="" type="checkbox"/> Select Students	<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 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
Read 180 Code Placement Assessment	<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"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" 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 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 checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Read 180 Digital/Fluency Tests	<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"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Read 180 Code Oral Reading Fluency (ORF)	<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"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

The district identifies students with a deficiency in reading following the M-DCPS Student Progression Plan that states that all FAST PM3 Level 1 and Level 2 students are required to be scheduled into an Intensive Reading course. The district creates an Assessment/Curriculum Decision Tree with specific criteria based on FAST PM3 Scale Scores, NWEA Map Growth assessment scores, and Code Placement scores that administrators utilize to identify and place students in Tier 2/Tier 3 intensive reading courses. For students to be placed in the Tier 3 course they must receive a RIT score on the NWEA Map Growth Assessment below the 20th percentile and this score prompts students who meet criteria to take the Code Placement Assessment to ensure that intervention and remediation of foundational skills is needed before being placed in a Tier 3 intensive reading course. Data drives the placement of students in Tier 2 or Tier 3 intensive reading courses. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided with support as needed. Accurate identification and placement of students requiring an intensive reading course for each upcoming school year is encouraged. A dashboard for reading placement is created in Power BI to assist schools with placement. Adjustments are made once the new school year data is obtained.

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

- District staff will monitor program implementation fidelity during school site support visits.
- District staff will collect information from literacy leaders during ICADs and school site support visits.
- School site administrators conduct walk-throughs using a "look-for" tool designed to ensure curriculum fidelity.
- Optional standards-aligned progress monitoring tool through Performance Matters and Power BI.
- Tier 1 instruction is being monitored through formative assessment data and student work folders.

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

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

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

Tier 3 interventions are monitored through the NWEA Map Growth Assessment and Read 180 Code Placement Assessment three times a school year. The Read 180 curriculum has in-program assessments to progress monitor skills as students receive interventions. The frequency of these assessments is based on student individual performance as segments are completed. The data generated from the Student

Application (Zone) and Independent Reading quizzes is also analyzed to monitor effectiveness on a weekly basis. In addition, Read 180 Code provides Oral Reading Fluency (ORF) assessments.	
Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Students show proficiency in reading as evidenced on the FAST assessment.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The performance criteria is a score of 70% or higher on the Savvas <i>myPerspectives</i> Unit Test which are standard-aligned cold reads.	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum: <ul style="list-style-type: none"> • District staff will meet quarterly with curriculum vendors to debrief on program effectiveness. • English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction. • Supplemental tools are utilized to support the content in the core curriculum. 	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas <i>myPerspectives</i>	5
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Scored at Level 1 or Level 2 on the FAST PM3.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: All students that score at Level 1 – Level 2 on the FAST PM3.	
Number of times per week interventions are provided: The students receive intervention based on their school's bell schedule. If the school is on a block schedule, they will meet two or three times a week for 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.	
Number of minutes per intervention session: The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.	
Course(s) where interventions take place: Intensive Reading 1 Grade 9 (1000412), Intensive Reading 2 Grade 10 (1000414), Intensive Reading 3 Grade 11 (1000416), Intensive Reading 4 Grade 12 (1000418), and Developmental Language Arts Through ESOL (1002381)	

Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Houghton Mifflin Harcourt Read 180 Comprehension	Tier I Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
McGraw Hill Achieve 3000	Tier I Strong	
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: <ul style="list-style-type: none"> • Student scores at FAST PM3 ELA Level 1 or Level 2 at the end of the year. • Specific criteria on the NWEA Map Growth Assessment and Read 180 Code Placement Assessment. 		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: All students that scored at Level 1 – Level 2 on the FAST PM3 who need remediation with foundational reading skills.		
Number of times per week interventions are provided: The students receive intervention based on their school's bell schedule. The class time will vary depending if the school is on a block schedule, they will meet two or three times a week for 85 to 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.		
Number of minutes per intervention session: The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling. Tier 2 students receive an average of 60 minutes per week of teacher-led small group instruction. Tier 3 students receive an average of 90 minutes per week of teacher-led small group instruction.		
Course(s) where interventions take place: Intensive Reading 1 Grade 9 (1000412), Intensive Reading 2 Grade 10 (1000414), Intensive Reading 3 Grade 11 (1000416), Intensive Reading 4 Grade 12 (1000418), and Developmental Language Arts Through ESOL (1002381)		

Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Houghton Mifflin Harcourt Read 180 Code	Tier I Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
McGraw Hill Achieve 3000 Teacher Led Lessons	Tier I Strong	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Teachers will receive professional learning and on-going coaching support to ensure that, HMH Read 180 Code is implemented with fidelity. Progress monitoring assessments will be conducted as segments are completed to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. The data generated from the Student Application (Zone) and Independent Reading quizzes is also analyzed to monitor effectiveness on a weekly basis. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.		

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

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

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

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

Name of Professional Learning	Target Audience	Description
Teaching Reading to Students with Dyslexia through Multisensory Strategies	All teachers who are certified to teach literacy/language development of learners	Virtual and online courses provide evidence-based, multisensory strategies to support students with dyslexia and reading difficulties. Enhances differentiated instruction delivery.
Reading Endorsement Competencies 1-5: – Foundations of Reading Instruction – Applications of Research-Based Instructional Practices – Foundations of Assessment – Foundations and Applications of Differentiated Instruction – Demonstration of Accomplishment	Certified Instructional Personnel/Teachers	Courses integrate explicit, systematic, and sequential reading instruction aligned to the State-Approved Reading Matrix. All components of reading are addressed, including multisensory strategies for struggling readers and those with dyslexia. Completion leads to Reading Endorsement.
Collaboration with UF Flamingo Literacy Matrix/ FSU/FCTT Reading, Literacy Coach Endorsement, Literacy Micro credentials, and Science of Reading & Evidence – Based Strategies	All Instructional Personnel/Teachers	Support educators in earning certifications, endorsements, and advanced degrees in evidence-based reading instruction. Delivered via virtual, hybrid, and in-person platforms in partnership with Just Read Florida and collegiate partners.
Clinical Supervision: Coaching and Mentoring Educator Training	Instructional Personnel/Teachers	Focus on updating pedagogical and improvement skills of educators to assist developing teachers in the management and instruction in the classroom,

<p>Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.</p> <p>Miami-Dade County Public Schools (M-DCPS) provides a variety of professional learning opportunities for instructional personnel and certified PreK teachers funded through the FEFP. Through collaborations with the University of Florida's Flamingo Literacy Matrix, Florida State University/Florida Center for Reading Research, and district-collegiate partnerships, educators engage in coursework that aligns with the Science of Reading and the B.E.S.T. ELA Standards. Courses such as Reading Competencies 1–5 are designed to equip educators with explicit, systematic, and sequential reading instruction. Successful completion of these courses leads to the Florida Reading Endorsement and supports advancement in credentials or degrees in reading instruction.</p>
<p>Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.</p> <p>Professional learning at M-DCPS is differentiated and intensified based on ongoing progress monitoring data. Instructional staff receive targeted support aligned with student needs, including coaching cycles, small group professional development, and PLCs. Instructional leaders use data to personalize learning opportunities and adjust content to address gaps in student performance, with emphasis on evidence-based strategies from the Science of Reading framework.</p>
<p>Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.</p> <p>Mentor teachers play a vital role in supporting the professional growth of novice educators through the district's Mentoring and Induction for New Teachers (MINT) program. These mentor teachers are carefully selected by the school-site principal based on their instructional expertise, classroom management skills, and demonstrated commitment to fostering educational excellence. Typically, they are experienced educators who have consistently shown the ability to improve student outcomes and are trained by the district MINT team to provide structured, job-embedded support to new teachers. In addition to one-on-one mentoring, M-DCPS encourages new teachers to participate in "Learning Walks," where they visit classrooms led by exemplary educators alongside their mentors. These model classrooms offer dynamic learning environments that showcase effective instructional practices in real time. Observations are followed by reflective discussions, fostering a collaborative space for continuous professional development and instructional growth.</p>
<p>Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning.</p> <p>M-DCPS ensures that time is built into the weekly master schedule for all teachers to engage in professional learning. This time is used for collaborative planning, data analysis, and professional learning communities. Model classrooms and mentor teachers support ongoing job-embedded learning. Structured agendas and facilitator guides help ensure alignment to district goals and student achievement needs.</p>

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

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

Name of Tutoring Program	Target Audience	Description
Spring Break Academy	K-12	Schools utilize different funding sources, such as Title I, Title III, and Title IV, to support various tutoring programs aimed at specific grade levels, providing extended learning opportunities to students before-school, after-school, and Saturday using district curated resources.
School Based Extended Learning Services	K-12	
RAISE High School Tutoring	K-3	High school students in the Teaching Academy will partner with a nearby elementary school to provide one-on-one tutoring to first and second graders. This initiative will be supervised by both the elementary classroom teacher and the High School Teaching Academy coordinator.

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

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










Utilizing the district's Assessment/Curriculum Decision Tree, schools that identify students as having a substantial deficiency in reading notify parents through a Parent Letter sent home in grades K-12. This letter describes the deficiency and the support that will be provided to the student. Along with this letter, parents receive the district's K-3 Read-at-Home plan with strategies and resources to guide parents on how to help their child at home. Then, parents are provided with their child's i-Ready Diagnostic Student Report Summary that contains a description and explanation of the student's strengths and weaknesses for grades K-8 along with the NWEA Map Growth Assessment for grades 9-12.

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

A district-created website is available to all stakeholders that includes digital access to eBook platforms and literacy activities. Miami-Dade County Public Schools are also participating in the New Worlds Reading Initiative to foster ongoing, positive connections among families, schools, and communities around a shared mission of ensuring all children learn and love to read. A New Worlds Reading Initiative tab has been added to the English Language Arts website to increase participation and for all schools to access the marketing toolkit and flyers. Additionally, all the updates sent to the district have been shared with all schools via Weekly Briefing. Lastly, in collaboration with the Parent Academy, parent workshops and live webinars on literacy and English Language Arts curriculum will be presented to families at schools and community resource centers across the M-DCPS.

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

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

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

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

Mr. Jose Bueno, Chief of Staff, Office of the Superintendent

Signature:



Date:

8/19/25

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

9) Highly Effective Teachers

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

The district prioritizes the assignment of highly effective teachers, as defined in s. 1012.34(2)(e), Florida Statutes, to grades kindergarten through grade 2 by using a strategic and data-driven approach. Recognizing the critical importance of early literacy and foundational learning, the district evaluates teacher effectiveness through the Instructional Performance Evaluation and Growth System (IPEGS) evaluation. This evaluation includes student learning growth, instructional practice, and professional responsibilities. Teachers who demonstrate excellence in these areas and receive an overall rating of highly effective are given priority placement in K–2 classrooms, where early intervention has the most significant impact. To ensure equity, the district targets the placement of highly effective teachers in high-need schools, which require strong instructional support to close achievement gaps. In addition, district staff work collaboratively with school leaders to review master schedules, verifying that highly effective teachers are strategically assigned to K–2 classrooms. Finally, staffing decisions are reviewed and adjusted annually based on updated evaluation data, student performance outcomes, and school improvement needs to maintain a strong instructional foundation in early grades.