Madison Creative Arts Academy 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 attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

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 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.

Point of Contact	Name	Email	Phone
Main Reading Contact	Paula Kauffman	Paula.kauffman@mcsbfl.us	850-973-1552
Data Element	Jennifer Copeland	copelandj@mcaa.academy	850-973-2529
Third Grade Promotion	Lori Newman	newmanl@mcaa.academy	850-973-2529
Multi-Tiered System of Supports	Kelli Minter	minterk@mcaa.academy	850-973-2529
Other (Human Resource)	Janna Barrs	barrsj@mcaa.academy	850-973-2529

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(8)(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 K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	$210,000	
Estimated proportional share distributed to district charters *Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*	$50,400 **$34,320 (MCAA)	
Elementary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Literacy coaches	**$34,320**	1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
K-12/PreK 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		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	**$34,320**	

3) Literacy Leadership – District and School

A. **Measurable Student Achievement Goals (Rule 6A-6.053(8)(b)3.d., F.A.C.)**
   For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10th percentile	**At & Above Benchmark** 40th percentile & above	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above
VPK	0	100	0	100
K	0	83	0	85
1	0	86	0	90
2	0	78	0	75

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	6	86	1	85
4	24	45	20	50
5	23	43	20	45
6	5	63	5	65
7	11	48	10	50
8	13	63	10	65

B. Plan Implementation and Monitoring ([Rule 6A-6.053(9), 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	Data will be collected and reviewed after each progress monitoring (Beginning, middle, and end of year). The data will be collected by the Coordinator of Curriculum and reviewed with the district admin team. FAST Assessment – 3 times per year STAR Early Literacy/STAR Reading – 3 times per year UFLI Foundations progress monitoring data for grades K-2-Monthly Review of monthly STAR ELA Progress Monitoring	The principal will review data with their teachers during monthly data chats. Teachers will have data chats with the students after each PM. FAST Progress Monitoring-3x STAR Early Literacy/STAR Reading – Each Quarter Kindergarten Student Checklist-ongoing Classroom data assessment for MTSS purposes Weekly classroom assessments based on standards
Actions for continuous support and improvement	District Admin will work with each school to determine next steps, which may include but not limited to Professional Learning, Coaching support, etc. -Quarterly District / School Administrators Data Meetings -District Facilitated Monthly Coaches meetings -Collaboration with the State Regional Literacy Director for identified schools	Students who are deficient will be referred to MTSS for monitoring. Parent notices will be sent home quarterly. An Individual Progress Monitoring Plan will be developed for students with Substantial Reading Deficiencies. Admin/teacher monthly data chats. Administration and Literacy Coaches conduct periodic classroom visits to provide feedback.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Data will be collected and reviewed after each progress monitoring (Beginning, middle, and end of year). The data will be collected by Paula Kauffman and reviewed with the district admin team. FAST Assessment – 3 times per year Review Progress Learning Mini Benchmark Assessments	The principal will review data with their teachers during monthly data chats. Teachers will have data chats with the students after each PM. FAST Progress Monitoring-3x STAR Reading – Each Quarter Classroom data assessment for MTSS purposes Weekly classroom assessments based on standards
Actions for continuous support and improvement	District Admin will work with each school to determine next steps, which may include but not limited to Professional Learning, Coaching support, etc. -Quarterly District / School Administrators Data Meetings -District facilitated Monthly Coaches meetings -Literacy Walks with identified coach support and action steps- quarterly/ Observe4 Success	Students who are deficient will be referred to MTSS for monitoring. Parent notices will be sent home quarterly. An Individual Progress Monitoring Plan will be developed for students with Substantial Reading Deficiencies. Admin/teacher monthly data chats. Administration and Literacy Coaches conduct periodic classroom visits to provide feedback

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.

> We determined that our biggest need is professional development for teachers and administrators. Even though we have provided training on the BEST ELA standards and coaching at the classroom level, teachers and staff still need support and technical assistance in delivering small-group instruction and interventions.
>
> Our reflection also found that the school literacy leadership team has not functioned adequately. The MCAA leadership team is remaining in their current positions. Therefore, we can move forward with making sure that the LLT functions as stated in CERP. We will work with our District Reading Contact/State Regional Literacy Directors to provide training on how to organize and implement a school literacy leadership team.
>
> Continue to define the roles and responsibilities of Madison Creative Arts Academy Literacy Coach position, and communicate this with all stakeholders through outreach, and professional development .

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

> At least quarterly, school administrators will conduct literacy walkthroughs in each ELA teacher's classroom.

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

> The school administrative team meets monthly with teachers in Data Chats. In those Data Chats, they discuss progress monitoring data and individual student intervention plans.
> Data is used to make adjustments to the MTSS process.
> Data is collected and reviewed to determine shifts in core instruction, as well as in targeted interventions.
> School administrators meet with the literacy coach monthly to review data.

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?**
      Yes/No

      > **Yes**

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

      > **N/A**

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

      > At the district Back to School meeting for administrative staff, the Coordinator of Curriculum reviews the District's Comprehensive Reading Plan.
      >
      > The literacy coach is required to develop an administrator-coach agreement to help clearly define priorities and responsibilities.

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

      > Literacy coaches meet monthly with the Coordinator of Curriculum to review district-wide data and problem solve issues from a district perspective.
      >
      > We continue to have strong partnerships with PAEC, NEFEC, and our State Regional Literacy Directors. Through these partnerships we are able to provide continued, quality professional learning experiences for all instructional personnel who serve in literacy coach roles. The Coordinator of Curriculum provides support to coaches with limited coaching experience.

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?**

When possible, the Coordinator of Curriculum invites the Regional Literacy Director and other experts to provide guidance to our team. Our literacy coaches also participate with PAEC's Coaches Cadre, where they participate in training and multi-district problem-solving.

Support is provided to the Literacy Coaches through interactive reviews of the Coaching Log and by joining the Literacy Coach at data reviews when available.

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

The district monitors the implementation of the coach model by having the literacy coaches turn in monthly logs to the Coordinator for Curriculum through a shared document. These logs are reviewed, and needs are discussed individually with the literacy coaches.

Monthly Literacy Coach meetings are scheduled to discuss professional learning needs for the teachers as well as for themselves. Classroom needs and data are reviewed to adjust weekly schedules as needed.

4) Assessment, Curriculum and Reading Instruction

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

- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.

- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2(b)(2)(ii)](#).
  - **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
  - **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.

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

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

Classroom instruction is available for all students, including students with disabilities and English Language Learners. Lesson plans are based on Universal Design for Learning principles focused on the B.E.S.T. standards. The core curriculum is supplemented with evidence-based intervention strategies so that all learners have access to grade-level curriculum even if they need support with intervention materials. Madison Creative Arts Academy adheres to the multi-tiered system of support to ensure all students get what they need to be successful. Tiered interventions are delivered daily through planned small groups and, at times, individually, as prescribed in the student's individual progress monitoring plans.

Student progress is monitored regularly and instructional adjustments are made as needed. Teachers track student progress through weekly intervention checkups, STAR Early Literacy/STAR Reading, and FAST progress monitoring.

Madison School District will align K-12 reading instruction with Florida's Formula for Success by updating the district's assessment/decision trees to address the revised formula. Professional development will be provided to all stakeholders on the new components of the revised formula.

2. **Describe your public school PreK program's plan for assessment, standards, curriculum, 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. It 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.

The VPK curriculum/program was chosen based on the standards needed for students to be kindergarten-ready when exiting Pre-K. In the 2022-23 school year, VPK students began participating in the STAR Early Literacy Assessment three times annually. PreK teachers have started using progress monitoring data to make instructional decisions. Pre-K teachers are

> developing learning centers and hands-on activities based on language and kindergarten readiness deficits.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053(8)(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 instruction and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency 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**
   Indicate in the chart below the assessment(s) used to screen and progress monitor grades VPK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST Star Reading	☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST ELA Reading	☐ VPK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
SAVVAS/Core Curriculum based Fluency Assessment	☐ VPK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
DIBELS/Heggerty/ Read Naturally	☐ VPK ☒ Grade K	☐ Oral Language ☐ Phonological	☐ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	Monitoring ☒ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
SAVVAS/Core Curriculum based Assessments	☐ VPK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

2. **Students with a Substantial Reading Deficiency (Rule 6A-6.053(5), F.A.C.)**
Students identified with a substantial reading deficiency 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.

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(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student's reading deficiency.

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

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

- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

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

To begin the school year, students in grades K-3 are initially placed into intervention groups based on the previous PM3 performance. In addition, any student identified from previous years' PM3 data will be given a DIBELS screening/diagnostic, as needed, in order to help target deficiencies.   After PM1 has been taken, teachers analyze the prior year's performance, the current PM data, and the current classroom performance data. Using the 3 data sets, teachers determine if there are any substantial reading deficiencies. Students who demonstrate substantial reading deficiencies immediately enter the multi-tiered system of support process and receive an individualized progress monitoring plan. Parents will be notified of the meetings and encouraged to participate in the plan's development.

All Tier 2 and Tier 3 students participate in small group intervention directed by a reading-endorsed/certified instructor or a staff member who has completed the Flamingo Micro-Credential course.

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

To begin the school year, students in grades 4-5 are initially placed into intervention groups based on their previous year's PM3 performance. The 4th and 5th grade students who show a deficiency are given the DIBELS screening/diagnostic as needed. After PM1 has been taken, teachers analyze the prior year's performance, the current PM data, and the current classroom performance data. Using the 3 data sets, teachers determine if there are any substantial reading deficiencies. Students who demonstrate substantial reading deficiencies immediately enter the multi-tiered system of support process and receive an individualized progress monitoring plan. Most students identified with substantial reading deficiencies already have individualized progress monitoring plans and scheduled parent conferences. All Tier 2 and Tier 3 students participate in small group intervention directed by a reading-endorsed/certified instructor or staff member who has completed the Flamingo Micro-Credential courses.

3. **Students with Characteristics of Dyslexia (Rule 6A-6.053(6), 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.

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

STAR is used as the universal screener. STAR progress monitoring is used quarterly to progress monitor and provide ongoing screening for dyslexia.

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

> If students are identified as struggling with Phonemic Awareness or Phonics, then a Core Phonics Survey, DIBELS, Heggerty, and/or Read Naturally are conducted to hone in on the specific skills that need to be reinforced.

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

Beginning of year data

IF a student meets the following criteria at the beginning of the school year:

Overall performance on the FAST-STAR (K-2)
FAST-ELA (3-5)
Previous years PM3 data for FAST ELA
STAR PM 1 Reading data

THEN TIER 1 Only

Core Instruction
Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.

SAVVAS MyView Literacy– Core reading program (Florida State Adopted Reading Program) used for grades K-5 for at least 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole and small group instruction.

What Works Clearinghouse Practice Guides:
Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades recommendation:
• Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening – Tier 3 Promising Evidence
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
• Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence
• Teach students to decode words, analyze word parts, and write and recognize words – Tier 1 Strong Evidence
• Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension – Tier 2 Moderate Evidence
Improving Reading Comprehension in Kindergarten Through 3rd Grade
• Teach students to use reading comprehension strategies – Tier 3 Promising
Providing Reading Interventions for Students in Grades 4–9
• Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence

• Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence

• Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:

• Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence

• Provide explicit vocabulary instruction – Tier 3 Promising Evidence

• Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence

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

K-2 FAST-STAR and FAST ELA (Grades 3-5): Student scores at or above the 40th percentile
K-1 FAST Early Literacy: Student scores at or above the 40th percentile
3rd-5th STAR Reading Level 3

Explain how the effectiveness of Tier 1 instruction is monitored.

Administrators and the Literacy Coach conduct monthly walkthroughs during reading instruction time using the literacy walkthrough tool. Lesson plans are also monitored to ensure that all classes are progressing on pace, and that instruction is carefully planned. The school administrative team also reviews Progress Monitoring data from PM1 to PM2 to PM3 to determine the effectiveness of core instruction.

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

Administrators work with the instructional coach to help the identified teachers. The Coach observes those teachers, plans with them, and coaches them to provide effective instruction. Teachers, administrators, and/or literacy coaches will analyze student data from the weekly/bi-weekly formative assessments and identify areas of opportunity to reteach/remediate/or enrich. From there, they will plan small group differentiated activities that work 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 whole groups and/or small groups.

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

Previous Years PM3 data
K-1 FAST STAR Early Literacy below 40th percentile
K-2 FAST-STAR and FAST ELA (Grades 3-5): Student scores between the 11th and 39th percentiles
K-5 Core Phonics Survey
DIBELS
Heggerty
Read Naturally

Beginning of year data
IF student meets the following criteria at the beginning of the school year: K-2 FAST-STAR – Student scores between the 11th and 39th percentiles on the previous year's PM3 or current year's PM1 FAST ELA (Grades 3-5): Student scores level 2 on previous year's PM3 or current year's PM1

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Interventions may include but are not limited to:

1. SAVVAS MyView Literacy Tier 2 embedded supports: State Adopted Curriculum
2. FCRR Reading Interventions – used as a resource to enhance and support the core curriculum
3. Read Naturally (grades 1-6)– rated as ESSA Tier 2 (moderate) for evidence-based results.
4. Leveled Literacy Interventions (LLI) ESSA Tier 1 strong (omitting all 3 cueing)
5. Heggerty – rated moderate ESSR Level 3 – promising evidence
6. DIBELS – Tier 3 promising evidence

What Works Clearinghouse Practice Guides:

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

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

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

• Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence

• Teach students to decode words, analyze word parts, and write and recognize words – Tier 1 Strong Evidence

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

Improving Reading Comprehension in Kindergarten Through 3rd Grade

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

Providing Reading Interventions for Students in Grades 4–9

• Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence

• Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence

• Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:

• Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence

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• Provide explicit vocabulary instruction – Tier 3 Promising Evidence
• Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence

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

Students identified with a disability will receive intervention using the Tier 2 instruction materials and strategies supported with IEP accommodations. Students who are Level 1 and Level 2 English Language Learners will participate in additional intervention 2-3 days per week for 15 minutes per session.

Read Naturally – rated Tier 2 - moderate

Leveled Literacy Intervention (LLI) – Tier 1 strong (omitting all 3 cueing)

Heggerty – rated moderate ESSA Level 3 – promising evidence

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

Multisensory intervention strategies are explicitly included in the SAVVAS intervention lessons.

FCRR student activities: used as a resource to enhance and support the core curriculum

What Works Clearinghouse Practice Guides:
Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades recommendation:
• Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening – Tier 3 Promising Evidence
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
• Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence
• Teach students to decode words, analyze word parts, and write and recognize words – Tier 1 Strong Evidence
• Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension – Tier 2 Moderate Evidence

Number of times per week interventions are provided:

3 to 5 times per week

Number of minutes per intervention session:

No less than 20 minutes per intervention session

Explain how the effectiveness of Tier 2 interventions are monitored.

Tier 2 effectiveness is monitored at the school level through progress monitoring assessment and data determined by student's individual needs and intervention. Student progress is discussed in biweekly team meetings, and additional data analysis is conducted at monthly data chat meetings. Parent notification of meetings is provided and encouraged.

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

Teachers assess Tier 2 interventions at least every other week. Administrators meet with teachers in data chats monthly to analyze the weekly and bi-weekly assessment data. Assessment data points are documented for intervention progress monitoring.

The weekly walkthroughs conducted by the school administrators and the literacy coach are the procedures in place to identify and solve problems to improve the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction. Through our Literacy Walkthrough Tool, administrators and literacy leadership teams can provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Administrators and literacy coaches provide ongoing feedback and support. Specific to our intensive schools, administrators, literacy coaches, and district staff provide continuing feedback and support.

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

FAST Star Early Literacy and STAR Reading - 10th percentile and below and consecutive formative assessment or teacher observation data demonstrates minimum skill levels for reading competency in one or more of the areas of phonological awareness, phonics, vocabulary, oral language skills, reading fluency, and reading comprehension.

FAST ELA - Level 1

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

Students also qualify for Tier 3 interventions based on diagnostic assessments. The results of the diagnostic assessments are compared to each student's prior performance data to determine if a pattern of deficiency exists or if the student score is an anomaly. Students' whose scores

consistently demonstrate a substantial reading deficiency are place in tier 3 intervention groups based on each student's deficiencies.

1. Students in K, 1, 2 who score below the 10th percentile on STAR Early Literacy and STAR ELA
2. Grade 3, 4, 5 who score below the 20th percentile on FAST ELA or Level 1
4. Students who have been retained the previous year or who met good-cause promotion criteria will receive Tier 3 Intensive Interventions.

Core Phonics Survey- below grade level expectations

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions
Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

1. Leveled Literacy Inventions (omitting all 3 cueing) – ESSA Tier 1
2. FCRR Student-Centered Activities: used as a resource to enhance and support the core curriculum
3. SAVVAS MyView Literacy: State Adopted Curriculum
4. Linda Mood-Bell Seeing Stars

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

Students identified with a disability will receive intervention using Tier 3 instruction materials and strategies supported with IEP accommodations. ESE students, as well as Level 1 and Level 2 English Language Learners, will participate in additional intervention 2-3 days per week for 15 minutes per session with a certified ESE teacher.

Leveled Literacy Interventions (LLI)

FCRR Activities as a resource to practice strategies supported by the What Works Clearinghouse Practice Guides

Linda Mood-Bell Seeing Stars

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

Multisensory intervention strategies are explicitly included in the SAVVAS MyView Literacy intervention strategies.

FCRR student activities

Number of times per week interventions are provided:

4 to 5 times per week

Number of minutes per intervention session:

No less than 30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Tier 3 effectiveness is monitored at the school level through progress monitoring assessment and data as determined by student individual need and intervention. Student progress is discussed in biweekly team meetings and additional data analysis occurs at monthly data chat meetings.

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

Teachers assess Tier 3 interventions at least every two weeks. The administrative team meets with teachers in data chats monthly to analyze the weekly assessment data. Individual MTSS meetings for Tier 3 students are held every 6 to 8 weeks to follow up on the student's progress. The team will develop an intervention plan to support the additional interventions and assessments. If the data shows a lack of progress after the MTSS collaboration, the students will be referred for further testing and support.

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4. Summer Reading Camps ([Rule 6A-6.053(7), 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.*

4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25(8), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801(21)(A)(i)](#).

All third-grade students who score a Level 1 on the FAST ELA PM3 assessment will be invited to participate in a six-week Summer Reading Camp (SRC) offered by the district as required by state statutes. Madison Creative Arts Academy students can also attend the District's SRC.

Students who attend Summer Reading Camp receive intensive interventions in fluency, word-attack skills (IES/WWC strong evidence), vocabulary instruction (IES/WWC strong evidence) and comprehension (IES/WWC moderate evidence) from highly effective teachers endorsed or certified in reading. With an intensified approach, this learning is connected to grade-level standards and learning during the regular school year. The instructional strategies and routines in Progress Learning, FCRR Student-Centered Activities, UFLI Foundations, and the BEST-aligned lessons are supported by recommendations included in IES Practice Guides.

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UFLI and the FCRR Student-Centered Activities do not meet the strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the resource:

What Works Clearinghouse Practice Guides:

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades recommendation:
• Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening – Tier 3 Promising Evidence

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
• Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence
• Teach students to decode words, analyze word parts, and write and recognize words – Tier 1 Strong Evidence
• Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension – Tier 2 Moderate Evidence

Improving Reading Comprehension in Kindergarten Through 3rd Grade
• Teach students to use reading comprehension strategies – Tier 3 Promising

Providing Reading Interventions for Students in Grades 4–9
• Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence
 • Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence
• Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:
• Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
• Provide explicit vocabulary instruction – Tier 3 Promising Evidence
• Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence

The recommendations were built into the resource by providing foundational skills for Phonological Awareness and Phonics. The district will support and monitor implementation of these resources by conducting classroom walk through using the Literacy Walk Through forms. Feedback will be given to teachers and discussions will occur during PLCs.

4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?

Yes/No

No

Grades 6-8

1. **Grades 6-8 Assessments**
   Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Core Phonics Survey	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
STAR Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Read Naturally, DIBELS, Phonics for Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		☒ Comprehension		☒ As Needed ☐ Other

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

In grades 6-8, Student performance is monitored three times per year (beginning, middle, and end of year) using the FAST-ELA 3-10 Progress Monitoring. Data is compared and analyzed to ensure that student academic performance and proficiency rates continue to improve. The state progress monitoring is coupled with interim classroom assessments to identify students with deficiencies in reading in Grades 6-8. Then, based on the 6-8 CERP decision trees coupled with MTSS problem-solving processes, students are assigned Tier 2 interventions.
At all levels, K-8, student progress is monitored in Data Chat meetings and MTSS data chats. School-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier 1, Tier 2, or Tier 3 levels of support for students

Grades 6-8 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Prior year FAST ELA Reading PM 3: 25th percentile or above Current FAST PM 1: 25th percentile or above
THEN TIER 1 Only
Core Instruction **Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.** **SAVVAS MyPerspective Literacy** - State-Adopted ELA Curriculum Madison Creative Arts Academy uses SAVVAS MyPerspective Literacy as its core ELA curriculum, incorporating evidence-based practices within a solid skills and standards-based instructional sequence. These instructional materials are aligned to BEST Standards. *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* The following practices are incorporated in McGraw Hill's StudySync lessons:

- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence
- Provide opportunities for extended discussion of text meaning and interpretation – Tier 3 Promising Evidence
- Increase student motivation and engagement in literacy learning – Tier 3 Promising Evidence

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

Students who score a level 3 or above on FAST ELA

Explain how the effectiveness of Tier 1 instruction is monitored.

Administrators conduct at least quarterly walkthroughs during reading instruction using the literacy walkthrough tool. Lesson plans are also monitored to ensure that all classes are progressing on pace and that instruction is carefully planned. The school administrative team also reviews Progress Monitoring data from PM1 to PM2 to PM3 to determine the effectiveness of core instruction.

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

Administrators work with the literacy coach to help identify teachers. The literacy coach observes those teachers, plans with them, and coaches them to provide effective instruction and the needed professional learning.

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

FAST ELA (Grades 6-8): Student scores level 2

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

FAST Level 2 on ELA previous year's PM3
Current year's FAST PM1 ELA data Level 2

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

Supplemental Instruction/Interventions
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Supplemental instruction is provided to students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations:
- Provided in addition to Tier 1 instruction (more time for instruction)

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

Interventions may include but are not limited to:

SAVVAS MyPerspective Literacy: Intervention Lessons: State Adopted Curriculum
Teachers are provided Professional Learning through the Reading Coach and publisher webinars. Students are retaught particular lessons/benchmarks that are shown to be deficient.

FCRR Student-Centered Activities: used as a resource to enhance and support the core curriculum

Read Naturally: What Works Clearinghouse Tier 3 Promising -The reading coach will provide Professional Learning for teachers. Fluency will be checked with each lesson.

What Works Clearinghouse Practice Guides:
Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades recommendation:
• Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening – Tier 3 Promising Evidence
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
• Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence (Professional Learning will be provided by the Reading Coach to make sure teachers are aware of correct pronunciation the sounds, as well as segmenting sounds.
• Teach students to decode words, analyze word parts, and write and recognize words – Tier 1 Strong Evidence (Professional Learning will be provided by the Reading Coach with UFLI and targeted skills)
• Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension – Tier 2 Moderate Evidence (Professional Learning will occur with StudySync and LLI, as well as targeted sessions with SRLDs)

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

These subgroups of students utilize the same reading intervention program as general education students. The intervention program includes strategies and scaffolds designed for ELL and SWD students. The intervention program works at the students instructional and independent levels. The

curriculum is personalized to meet the individual needs of all students especially our ELL and SWD subgroups.

Students identified with a disability will receive intervention using the Tier 2 instruction materials and strategies supported with IEP accommodations. Students who are Level 1 and Level 2 English Language Learners will participate in additional intervention 2-3 days per week for 15 minutes per session.

Number of times per week interventions are provided:

4 to 5 times per week

Number of minutes per intervention session:

At least 30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Tier 2 effectiveness is monitored at the school level through progress monitoring assessment and data determined by student's individual needs and intervention. Student progress is discussed in biweekly team meetings, and additional data analysis is conducted at monthly data chat meetings.

Students will be given the STAR assessment quarterly in order to monitor progress and look for reading deficiencies.

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

Teachers assess Tier 2 interventions at least every other week. Administrators meet with teachers in Data Chats monthly to analyze weekly assessment data.

Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the School Intervention Team can collaborate to identify possible barriers to the student's learning. The SIT meets to develop a support plan.

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

If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity or falls below Level 2 on any state progress monitoring assessment, Tier 3 interventions should be started.
FAST ELA Level 1 based on current PM1 or PM2 data

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

Students score a Level 1 on previous year's PM3

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Current year's PM1 FAST ELA data Level 1
Core Phonics Survey given after FAST: below grade level skills

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions
Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Read Naturally: What Works Clearinghouse Tier 3 Promising

Madison Creative Arts Academy will conduct the Core Phonics survey with all Tier 3 students within the first 4 weeks of school. Following that assessment, students will be re-organized into Tiered instructional groups based on needs. Using strategies from the IES Practice Guide Recommendations: Providing Reading Interventions for Students in Grades 4–9, teachers will focus on the following strategies:

1. Building students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1)
2. Providing purposeful fluency-building activities to help students read effortlessly (ESSA Tier 1)

If students struggle with core instruction based on data analysis, a multi-tiered system of support is employed. At all levels, K-12, student progress is monitored in PLC meetings and MTSS data chats. With guidance, assistance, and monitoring from district-level directors, ELA, and MTSS personnel, school-based teams monitor student performance data, make instructional placement decisions to intensify instruction and provide Tier 1, Tier 2, or Tier 3 support for students.

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

Students identified with a disability will receive intervention using Tier 3 instruction materials and strategies supported with IEP accommodations. ESE students, as well as Level 1 and Level 2 English Language Learners, will participate in additional intervention 4 to 5 days per week for 20 minutes per session with a certified ESE teacher.

Number of times per week interventions are provided:

Daily

Number of minutes per intervention session:

At least 20

Explain how the effectiveness of Tier 3 interventions are monitored.

Tier 3 effectiveness is monitored at the school level through progress monitoring assessment and data determined by students' individual needs and intervention. Student progress is discussed in biweekly team meetings, and additional data analysis occurs at monthly data chat meetings. The administration and the literacy coach conduct classroom walkthroughs weekly.

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

Teachers assess Tier 3 interventions weekly. Administrators meet with teachers in data chats monthly to analyze the weekly assessment data. Individual MTSS meetings for individual Tier 3 students are held each 6 to 8 weeks to follow-up on the progress students are making. Parents are invited to meetings and encouraged to participate in the decision making.

5) Professional Learning (Rule 6A-6.053(8)(b)3.f.-j., F.A.C.)

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

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

Teachers at Madison Creative Arts Academy have the following Professional Learning Opportunities scheduled for the 2024-25 school year:

1. BEST ELA Standards Review and Planning
2. Emergent Literacy Micro-credentials (Online)
3. Elementary Literacy Micro-credentials (Online)
4. Secondary Literacy Micro-credentials (Online)
5. All foundational components of reading
6. Explicit, systematic, and sequential instruction
7. Content area literacy strategies
8. Multisensory intervention strategies
9. Science of Reading
10. Anchor Charts

Flexible offers of in-person, virtual, and on-demand professional development for administrators will be developed on the topics shared with teachers. Administrators will be provided support for following up and monitoring the effectiveness of professional development within the school.

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

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

Madison Creative Arts Academy is implementing tutoring during and after school for students identified as having a significant reading deficiency.

7) Family Engagement (Rule 6A-6.053(8)(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 notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Students with substantial reading deficiencies are identified, and school staff meet and begin meeting with parents immediately after school starts. Parents are given a read-a-home brochure that gives them activities they can do at home with their children. Parents are also given information on the New Worlds Reading Initiative. School staff encourage parents to register their children to receive the free books. The New World's Reading Initiative (NWRI) provides eligible children with free books and family literacy resources mailed to their homes. The school helps families enroll in the program during parent conferences, parent nights, book fairs, or other curriculum activity times.

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

District Comprehensive Evidence-Based Reading Plan (CERP) Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following: See attached document

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 with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.

	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel certified or endorsed in reading or by instructional personnel who possess the elementary or secondary literacy micro-credential and supervised by an individual certified or endorsed in reading.
	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist, and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as literacy coaches and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

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