

The Villages Charter School

26-27 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 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	Cynthia Mergaert	cynthia.mergaert@tvcs.org	352-259-2320
Data Element	Ted Miraglia	ted.miraglia@tvcs.org	352-259-2320
Third Grade Promotion	Cynthia Mergaert	cynthia.mergaert@tvcs.org	352-259-2320
Multi-Tiered System of Supports	Brianna Smith	brianna.smith@tvcs.org	352-259-2320
Other (Enter Responsibility) K-5 Reading	Danielle Baker	danielle.baker@tvcs.org	352-259-2320

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		
Elementary Expenses		
Literacy coaches		
Intervention teachers	\$271804	
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers	\$237120	
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

Estimated Sum of Expenditures

\$575,952

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
Grade	Level 1	Levels 3-5	Level 1	Levels 3-5
K	4%	75%	3%	80%
1	12%	72%	9%	80%
2	13%	73%	6%	80%

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	4%	76%	3%	80%
4	11%	70%	4%	80%
5	6%	75%	4%	80%
6	3%	79%	3%	81%
7	3%	80%	3%	83%
8	4%	75%	3%	77%

9	2%	81%	2%	85%
10	7%	74%	2%	84%

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:

District Level	School Level
Data that will be reviewed three times a year by the district administrators: - FAST Progress monitoring data - iReady Progress monitoring data	Data that will be reviewed three times a year at the school level by the Principal, Vice Principals, RTI Specialists, Guidance Counselors, and Teachers: - FAST Progress monitoring data - iReady Progress monitoring data Data that will be reviewed bi-weekly during PLC meetings by Principals, Vice Principals, RTI Specialists, Guidance Counselors and Teachers: - Cold Read Assessments - Formative assessments
Actions for continuous support and improvement at the district level: - Provide Principals, RTI Specialists, and Teachers Data analysis between PM1-PM2 and PM3-PM3 - Provide targeted Professional Learning Opportunities determined from data analysis.	Actions for continuous support and improvement at the school level: - Bi-weekly PLC meetings for the Principal, Vice Principals, RTI Specialists, Guidance Counselors and Teachers to review data and collaborate to make instructional shifts based on data analysis. - Principal, Vice Principals, RTI Specialists, Guidance Counselors, and Teachers will collaborate in Professional Learning Sessions and participate in Professional Learning Discussion Posts to increase pedagogy strategies.
District Level	School Level
Data that will be reviewed three times a year by the district: - FAST Progress monitoring data - iReady Progress monitoring data	Data that will be reviewed three times a year at the school level by the Principal, Vice Principals, RTI Specialists, Guidance Counselors, and Teachers: - FAST Progress monitoring data - iReady Progress monitoring data Data that will be reviewed bi-weekly during PLC meetings by Principals, Vice Principals, RTI Specialists, Guidance Counselors, and Teachers: - Cold Read Assessments - Formative assessments

Actions for continuous support and improvement at the district level: - Provide Principals, RTI Specialists, and Teachers Data analysis between PM1-PM2 and PM3-PM3 - Provide targeted Professional Learning Opportunities determined from data analysis.	Actions for continuous support and improvement at the school level: - Bi-weekly PLC meetings for the Principal, Vice Principals, RTI Specialists, Guidance Counselors, and Teachers to review data and collaborate to make instructional shifts based on data analysis. - Principal, Vice Principals, RTI Specialists, Guidance Counselors and Teachers will collaborate in Professional Learning Sessions and participate in Professional Learning Discussion Posts to increase pedagogy strategies.
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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.

After reflecting on the CERP plan, The Villages Charter School (VCS) will strengthen Tier 1 support for all students by focusing on explicit instruction, small group differentiation, scaffolded instruction, and formative assessments.

Principals, Vice Principals, RTI Specialists, Guidance Counselors, and Teachers will focus on collaborative PLC meetings to review formative and summative data and make informed instructional decisions in response to shifts in the data.

District administrators will support principals, Vice Principals, RTI Specialists, Guidance Counselors, and Teachers by providing state assessment data results and targeted professional learning sessions based on needs determined through collaborative data analysis and PLC meetings.

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

The principals and vice principals will conduct weekly walk-throughs focused on targeted reading instruction practices identified through data analysis and PLC meetings.

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 principals, vice principals, and RTI Specialists will review new data during weekly meetings.

The principals will discuss leading data results during bi-weekly administration meetings. They will work collaboratively to identify trends that inform professional learning sessions to meet the current needs of students.

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

(Definition of a Literacy Coach - A literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data chats with teachers to build teacher and school capacity to improve student achievement for all.)

No

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

N/A

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

N/A

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?

N/A

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

N/A

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 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.

The VCS K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes instruction for all students, including those students with disabilities and English Language Learners:

- **Six components of reading:** In grades K-2, VCS supports oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension through UFLI Foundations, which uses an explicit and systematic approach to teach foundational reading skills. For grades K-8, oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension are addressed through i-Ready supplemental instruction, focusing on student weaknesses in the six components of reading. Students with severe deficiencies in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension at grades 9-12 utilize i-Ready for targeted instruction based on their weaknesses.
- **Four types of classroom assessments:**
 - Screening - K-12 Formative Assessments
 - Progress Monitoring
 - Grades 3-10 FAST PM1-PM3 Assessments
 - Grades K-1 Star Early Literacy or Star Reading
 - Grade 2 Star Reading
 - Grades 11-12 SAT, ACT, or CLT
 - Diagnostic
 - Grades K-8 iReady
 - Grades 9-12 teacher-designed assessments or PSAT
 - Summative Assessment -
 - Grades K-12 Unit assessments and Cold Read Assessments
- **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):** Grades K-12 receive print-rich instruction incorporating the principles of universal design that is explicit, systematic, and scaffolded in differentiated student groups based on data analysis, allowing teachers to provide quick corrective feedback. Teachers build background and content knowledge to support comprehension of the text. Student evidence is collected from formative and unit assessments, including written responses to reading.
 - Students with disabilities receive their accommodations through the ESE facilitation model.
 - English Language Learners (ELLs) utilize strategies they have acquired through the use of a translation dictionary and ELL supports provided in the English Language Arts (ELA) curriculum.
 - **Supplemental Instruction/Interventions (Tier 2):** In grades K-12, additional instruction is provided in response to formative and summative data analysis, through teacher-led, explicit, modeled, and targeted instruction in small groups. Teachers will transition to the systematic gradual release instructional model as students strengthen their skills, to provide students the opportunity to collaborate and practice skills while still receiving corrective feedback to prevent misconceptions from occurring.

- Students with disabilities receive their accommodations through the ESE facilitation model.
- English Language Learners (ELLs) utilize strategies they have acquired through the use of a translation dictionary and ELL supports provided in the English Language Arts (ELA) curriculum.
- **Intensive, Individualized Instruction/Interventions (Tier 3):** Students whose formative and summative data indicate a substantial reading deficiency are provided targeted teacher-led, explicit instruction in small groups of 1-3 in addition to core Tier 1 instruction and Tier 2 additional support by a reading-endorsed/certified/micro-credentialed teacher. As students begin to progress, the teacher utilizes a systematic model of individualized instruction, offering opportunities for collaboration and guided practice with a gradual release that enables immediate corrective feedback to reinforce concepts and build student confidence. The teacher conducts frequent formative assessments as well as progress monitoring to determine progress or regression. Students continue to receive Tier 3 intensive supports until the formative and summative data indicate the student has reached grade-level expectations in the targeted areas of need.

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

N/A

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

Target Audience (Grades K-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 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
☐ 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
☐ 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

☒ 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
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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
 - 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.
 - The student was retained in third grade.

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.

Students scoring a Level 1 on STAR Early Literacy or Star Reading (FAST Assessments) or scoring three or
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more grade levels below on i-Ready Diagnostics will be assigned Tier 3 level of interventions. Students scoring a Level 2 on STAR Early Literacy or Star Reading (FAST Assessments) or score two grade levels below on i-Ready Diagnostics will be assigned to a Tier 2 level of interventions.

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

Students scoring a Level 1 on the FAST ELA Assessment or scoring three or more grade levels below on i-Ready Diagnostics will be assigned Tier 3 level of interventions. Students scoring a Level 2 on the FAST ELA Assessment, or score two grade levels below on i-Ready Diagnostics will be assigned to a Tier 2 level of interventions.

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 ins. 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.

Students who may have characteristics of dyslexia are identified from results of the i-Ready diagnostic assessment. Weekly Oral reading fluency checks further clarify dyslexia characteristics. Students identified with characteristics of dyslexia will be assigned interventions to support the students.

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

Additional screening occurs for students showing characteristics of dyslexia through oral reading fluency checks and assigned literacy tasks in i-Ready.

Grades K-5 Decision Tree

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

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
Level 3 or higher on STAR Early Literacy, STAR Reading, FAST, or i-Ready

K-5 TIER 1						
Tool	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
STAR Early Literacy	≥134	≥153	≥183			
STAR	≥134	≥153	≥183			
FAST				Level 3 or above	Level 3 or above	Level 3 or above
i-Ready	396-800	434-800	489-800	511-800	557-800	581-800
THEN TIER 1 Only						
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence. Benchmark Advance ESSA Evidence Levels						
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Benchmark Advance - Structured Literacy Structured Literacy™ is “an approach to reading instruction where teachers carefully structure important literacy skills, concepts, and the sequence of instruction, to facilitate children’s literacy learning and progress as much as possible” (IDA, 2019, p. 6). “This term refers to both the content and the methods or principles of instruction” (IDA, 2020, p. 1). “Structured Literacy™ is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationship among words (semantics), and the organization of spoken and written discourse” (IDA, 2019, p. 6). References <i>International Dyslexia Association. (2019). Structured Literacy™: An introductory guide. Baltimore, MD.</i> <i>International Dyslexia Association. (2020). Structured Literacy: Effective instruction for students with dyslexia and related reading difficulties. Baltimore MD.</i> Tier 1 includes high-quality instruction, with universal screening, for all children in the general education classroom. The goal of Tier 1 is to help every student achieve the designated learning standards Key Tenets of Structured Literacy						

Structured Literacy Tenet

How *Benchmark Advance* ©2022 Supports It

Phonemic awareness: The ability to notice or become consciously aware of individual speech sounds (phonemes), allowing for the identification of and manipulation (segmentation, blending, and deleting) of sounds in spoken words. A large proportion of individuals with dyslexia has difficulty with this level of language analysis and needs prolonged practice to grasp it.

Phonological awareness and phonemic awareness activities appear each week in *Benchmark Advance* in Kindergarten and Grade 1. There is a focus on oral blending and oral segmentation since these skills are most closely associated with early reading and writing growth. After that, the focus is on phonemic manipulation tasks (e.g., sound addition, substitution, and deletion), which is associated with orthographic mapping. Students are assessed on their phonological awareness skills and additional tools are available for students needing more intensive support. Some students will need this support past Grade 1. (e.g., *Grade 1, Unit 2, Week 2, Day 3: Phonological Awareness: Phoneme Segmentation*)

Sound-symbol (phoneme-grapheme) correspondences: Graphemes are letters and letter combinations that represent phonemes in print. The correspondences between letters and speech sounds can be taught through systematic, explicit, cumulative instruction over time.

Sound-spelling correspondences are taught explicitly. The teacher states the sound and the spelling (e.g., the /u/ sound is spelled with the letter u). The teaching of these sound-spellings is sequenced from easier to more complex and includes a review and repetition cycle for mastery so students can more readily transfer the skills. Students read words with the target phonics skills both in isolation (e.g., *Blend Words*) and in context (e.g., *"I Read" decodable texts*).

Patterns and conventions of print (orthography): Patterns and conventions (e.g., some letters, like v and j, cannot be used at the ends of words; only some letters can be doubled; and the six basic syllable types) can be taught. Through explicit instruction and practice, students with dyslexia can be taught to understand and remember patterns of letter use in the writing system.

Patterns and conventions of print are taught and reinforced throughout the program during the initial introduction of the target skill, during dictation (*Spell Words*), while word building (*Build Words*), and during all syllabication instruction. (e.g., *Grade 1, Unit 2, Week 2, Day 2: Spell Words [dictation]*; *Grade 3, Unit 5, Week 2, Lesson 9: Consonant-le Syllable Pattern*)

Structured Literacy Tenet

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Morphology: Morphemes, the smallest unit of meaning in a language, include prefixes, roots, base words, and suffixes. Recognizing morphemes helps students figure out and remember the meanings of new words. Knowledge of morphology is an aid for remembering spellings of words.

Students learn base words and affixes throughout the program, beginning with common inflectional endings in Kindergarten and Grade 1 and progressing to prefixes, suffixes, and Greek and Latin roots as they go through the grades. Attention is paid to using word parts for both decoding and accessing a word's meaning. Students develop strategies to read multisyllabic words, including seeing whole words, recognizing parts for pronunciation and meaning, and building words. Activities such as Build Words, Sort Words, Decode by Analogy (Grades 3 and up), Using Reading Big Words Strategy, and Build Automaticity drills focus on these patterns. (e.g., Grade 2, Unit 10, Week 2, Days 1–5: Prefixes; Grade 3, Unit 5, Week 2, Days 1–5: Vowel-r Syllables)

Syntax: Syntax is the system for ordering words in sentences so that meaning can be communicated. The study of syntax includes understanding parts of speech and conventions of grammar and word use in sentences. Syntax lessons include interpretation and formulation of simple, compound, and complex sentences, and work with both phrases and clauses in sentence construction.

Students write about the decodable, accountable texts they read every week. It is through this application of the phonics skills that they also have opportunities to apply their knowledge of grammar/sentence structure and receive targeted feedback from their teachers. (e.g., Grade 1, Unit 2, Week 2, Day 4: Write About the Text: Encode; Grade 3, Unit 5, Week 2, Day 3: Writing Follow-Up)

Semantics: Semantics is the aspect of language concerned with meaning. Meaning is conveyed both by single words and by phrases and sentences. Teaching word meanings (vocabulary), interpretation of phrases and sentences, and understanding of text organization leads to comprehension of both oral and written language.

The goal of teaching phonics is to access words in sentences and build fluency in reading so that students can focus more of their mental energies to deeply comprehending the text. Although words used in the decodable texts are simple, students who need vocabulary instruction on these words receive that support during small-group work. During whole-group instruction, students use their Vocabulary Word Bank words to discuss and write about the stories they read. This visual vocabulary glossary enables teachers to build word knowledge while developing phonics skills. As students progress through the grades, instruction focuses on morphological awareness (e.g., prefixes, suffixes, Greek and Latin roots) that will help students access word meanings while reading. (e.g., Grade 1, Unit 2, Week 2, Day 2: We Read and Write: Build Vocabulary; Grade 3, Unit 8, Weeks 1 and 2, Days 1–5: Negative Prefixes, Greek and Latin Roots)

Structured Literacy Tenet

How Benchmark Advance ©2022 Supports It

Explicit: Explicit instruction includes: a clear statement of the lesson's goals; teachers explaining each concept and providing step-by-step demonstrations using a range of examples and non-examples; students applying each new concept to reading and writing words and text; and teachers providing sufficient amounts of guided practice and support with immediate feedback and guidance.

Deliberate, clear teaching of all aspects of foundational skills is provided in the program. The lessons are explicit and systematic. The focus is on daily application to both reading and writing—not isolated skill practice. The lessons are also active, engaging, and thought-provoking, guiding students to observe and discuss aspects of how English words work. See the program's instructional routines for details on each research-based routine used (e.g., blending, word building, dictation, reading decodable texts, writing about decodable texts). (See *Grade 1, Unit 2, Week 2, Day 1*)

Systematic and cumulative: Language concepts are taught systematically, with the teacher explaining how each element fits into the whole. This is done by creating a reasonable scope and sequence of skills that progresses from easier to more difficult, with concepts building on another.

The teaching of the sound-spellings is sequenced from easier to more complex (separating confusing letter and sounds, built so words can be formed early on, etc.) and includes a review and repetition cycle for mastery so students can more readily transfer the skills. Students go from the known to the new during instruction to provide connections across learning. (e.g., *Grade 1, Unit 2, Week 2, Day 1: Spelling-Sound Correspondence and Day 2: Spiral Review; See also Grade 1, Unit 5, Week 1, Day 1: Blend Words*)

Intensive, hands-on, engaging, and multimodal: Increasing the intensity of instruction requires frequent responses from students to ensure there is a high level of student-teacher interaction. Moving tiles into sound boxes, using hand gestures, building words with letter tiles, and color-coding sentences in paragraphs are all examples of hands-on learning that keep students engaged in learning. Multimodal instruction pairs sensory modalities (i.e., auditory, visual, and kinesthetic) in listening, speaking, reading, and writing activities, leading to enhanced learning of all students, including those with dyslexia.

The lessons in the program are multimodal—focusing on reading, writing, speaking, and listening to sounds, letters, and words. Many of the activities engage students in multisensory learning, such as dictation (in which students use sound boxes and counters to physically mark sounds as they segment the sounds in words), word building (in which students use letter cards to build a series of words), Heidi Songs (in which students sing and move to actions as they learn sounds and letter formation), and so on. (e.g., *Grade 1, Unit 2, Week 2, Day 1: Spelling-Sound Correspondences, Day 2: Write Words*)

Diagnostic and responsive: During instruction, teachers use student response patterns to adjust pacing, presentation, and amount of practice given. During and after instruction, progress monitoring helps identify who needs extra help, what type of help is needed, and whether the instruction is working so appropriate modifications can be made in a timely manner.

Students are assessed three times a year using a comprehensive phonics assessment (Jan Hasbrouck's Quick Phonics Assessment), and weekly cumulative assessments are provided to assist teachers in determining skill mastery versus skill decay and to make immediate course corrections before learning issues develop. (e.g., *Grade 1, Unit 2, Week 2, Day 5: Cumulative Assessment. See also unit assessments for decoding and spelling.*)

² Information for this section came from IDA, 2019; IDA, 2020; Hasbrouck, 2020; Moats, 2019; and Spear-Swerling, 2019.

Benchmark Advance ©2022

Feature of Program	Code-Emphasis or Phonics-Emphasis	Benchmark Advance ©2022
Organization	Scope and sequence of phonics and word reading skills determines lesson design and sequence of reading practice.	The scope and sequence serves as the “spine” of the instruction. All the instruction, decodable text readings, and so on are derived from this carefully constructed scope and sequence with its built-in review-and-repetition cycle for mastery.
Texts for Reading Instruction	Decodable until about Grade 2; high proportion of pattern words that have been taught	Decodable texts are the key student reading materials used in Kindergarten and Grade 1. They appear in the <i>My Reading and Writing</i> student book. Additional decodable books (Benchmark Decodable Reader small books) are also available for students needing extra support.
Content	Phonemic awareness, phoneme-grapheme relationships, syllabication and morphology, fluency, vocabulary, comprehension, writing; use of decodable text at K-1 level	All aspects of Structured Literacy are included in the <i>Benchmark Advance</i> program. A strong reading-writing connection exists, and the focus of the instruction is on the application of these skills—where the learning “sticks.”
Instructional Time	In K-1, about half the time is spent on word work (phonemic awareness, phonics, fluency in word recognition), the rest on language comprehension and oral reading. In Grades 2-4, more instructional time is spent on language and comprehension, and less on word work.	<i>Benchmark Advance Phonics and Word Study</i> lessons are created with built-in repetition and spiral review of foundational skills within the context of each unit’s topic. Explicit instruction is followed by practice and application to various reading and writing situations. Approximately 30 minutes per day should be spent focusing on these critical phonics skills in Kindergarten and Grade 1. The time needed decreases a bit in Grades 2 and up. However, the phonics lessons include both reading and writing.
Method/Teacher Role	Mostly teacher-led; teacher actively leads students through decoding activities and guided practice. Until students can read words with a variety of phonics patterns, comprehension instruction is with read-alouds.	The “We Read” selections and other read-alouds are used to build vocabulary and comprehension in the program, while the decodable accountable texts focus on phonics fluency.

Feature of Program	Code-Emphasis or Phonics-Emphasis	Benchmark Advance ©2022
Corrective Feedback	Students are asked to look carefully at the word, sound it out, and check to see if the word they read makes sense.	Students are guided to focus on the use of letter-sound and spelling-sound aspects of words while reading. The decodable texts ensure that this skill is reinforced throughout the daily lessons. There is also a focus on analyzing word parts to increase students' curiosity and awareness of how English words work. Discussions about words (e.g., in sorts) lead to improved reading and spelling.
Types of Practice	Synthetic skill-building from sounds to words to sentences to text with high percentage of words with phonics patterns that have been taught	Students practice reading decodable words in isolation and in connected text through daily readings of decodable accountable texts and the writing about them. This reinforces these skills and deepens text comprehension.

Performance Criteria that Indicates Tier 1 is Sufficient	Performance Criteria that Prompts the Addition of Tier 2 Interventions
Fast/Star Assessment Level 3 or Above iReady Student scores are at or above the 50th percentile based on iReady placement tables.	FAST/Star Assessment Levels 1 or 2 iReady Student scores are below the 50th percentile based on iReady placement tables.

Explain how the effectiveness of Tier 1 instruction is monitored.

Benchmark Advance - Assessments Guide

Standards-aligned assessments are built into Benchmark Universe, providing instant results and clear reports. Teachers and administrators can monitor progress, identify learning needs, and inform instruction with actionable data.

Diagnostic and responsive: During instruction, teachers use student response patterns to adjust pacing, presentation, and amount of practice given. During and after instruction, progress monitoring helps identify who needs extra help, what type of help is needed, and whether the instruction is working so appropriate modifications can be made in a timely manner.	Students are assessed three times a year using a comprehensive phonics assessment (Jan Hasbrouck's Quick Phonics Assessment), and weekly cumulative assessments are provided to assist teachers in determining skill mastery versus skill decay and to make immediate course corrections before learning issues develop. (e.g., <i>Grade 1, Unit 2, Week 2, Day 5: Cumulative Assessment. See also unit assessments for decoding and spelling.</i>)
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1. Formative assessments, such as student response patterns, provide ongoing information about students' mastery of skills to help make instructional and small group placement decisions.
2. Summative assessments, such as weekly cumulative assessments, are conducted at the end of each week or course of instruction to measure outcomes, or how much students have learned.
3. Screening assessments such as the comprehensive phonics assessment, provide information about students who are at risk of reading failure. This information helps teachers determine:
 - Those who need additional instruction on the tested skills.

- Those who are performing at a proficient level or higher
- Information from screening assessments helps form small, flexible groups and inform instruction.
4. Diagnostic assessments to pinpoint a student's strengths and weaknesses.
 5. Progress Monitoring Assessments are quick formal or informal assessments to guide instruction.

As students are assessed, data is reviewed and analyzed and instruction is adjusted as necessary. Additionally,

- PLC meetings and data chats
- [Benchmark Advance eAssessment Reports](#)
- I-Ready placement tool
- I-Ready progress monitoring (School-based)
- I-Ready online instructional path (school-based)
- Formal and informal classroom walkthroughs
- Monthly administrator walkthroughs and meetings

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

- Teacher evaluation at the school level
- Formative assessments and PLC data analysis
- School-based administrative walkthroughs

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

Student data is reviewed systematically, at minimum twice per academic quarter, during collaborative data team meetings. When patterns of concern emerge—particularly when students are not making adequate progress despite access to high-quality Tier 1 instruction—Tier 2 interventions are implemented to provide additional, targeted support.

Academic Performance Indicators:

- Classroom Grades: Students consistently earning below a “C” average, failing to meet grade-level standards, or showing a downward trend in academic performance over time.
- Universal Screener Results (e.g., FAST): Students scoring below benchmark or falling within the “some risk” or “high risk” performance bands as outlined by district guidance.

Progress Monitoring Data:

- Benchmark and Interim Assessments: Students demonstrating insufficient progress toward grade-level standards based on district or teacher-created benchmarks.
- Curriculum-Based Measures (CBMs): Students performing below expected levels in key skill areas such as phonemic awareness, fluency, or computation.

Diagnostic Assessments:

- Screening Tools: Tools such as phonics screeners, math diagnostics, or language screeners that indicate specific academic or foundational skill gaps not addressed at Tier 1.
- Skill-Based Diagnostics: When students struggle with specific sub-skills (e.g., decoding multisyllabic words, multi-step problem solving), targeted diagnostics are used to pinpoint areas of need.

Response to Tier 1 Instruction:

- Lack of Progress Despite Differentiation: If a student has been provided with high-quality, differentiated instruction and accommodations at the Tier 1 level and continues to show minimal or no growth, this may indicate the need for Tier 2 support.
- Inconsistent or Regressive Performance: When a student makes progress intermittently or regresses after short-term growth at Tier 1, further support may be necessary.

Other Considerations:

- Teacher Concerns: Educator observations of student struggles across multiple contexts (academic, behavioral, or social-emotional) are taken seriously and can prompt further review.
- Attendance and Engagement: Chronic absenteeism or disengagement that impacts a student's ability to respond to Tier 1 instruction may be a contributing factor in Tier 2 decisions.

Tier 2 interventions at our school are designed to be strategic, data-driven, and flexible, offering small-group or individualized supports tailored to specific skill gaps. These supports are progress-monitored frequently and adjusted based on student response, ensuring a rapid response to student needs and alignment with our school's goal of fostering success for all learners.

Beginning of the Year Data

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

Level 1 or 2 on STAR Early Literacy, STAR Reading, FAST, and/or two or more grade levels below on i-Ready

K-5 TIER 2						
Tool	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
STAR Early Literacy	114-133	135-152	166-182			
STAR	114-133	135-152	166-182			
FAST				186-200	199-212	206-221
i-Ready	362-395	347-433	419-488	474-510	496-556	542-580
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.

iReady will be used as a Tier 2 intervention.

[ESSA Level 2 \(Moderate\)](#)

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

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The iReady Diagnostic provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. iReady Assessment sets high expectations for all students. Tools like the i-Ready Dyslexia Screener and i-Ready Literacy Tasks, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. iReady Assessment includes a wide range of accessibility features to maximize usability for students.

iReady Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

iReady Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

iReady Reading includes:

- Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
- Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
- Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

Tier 2 Programs/Materials/Strategies & Duration	Performance Criteria to discontinue Tier 2 Intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
<u>iReady Online Instruction</u>	School based decision with standards-based assessment/grading-mastery of grade level standards at 70% or higher and/or positive response to interventions at Tier 2.	School based decision with standards-based assessment/grading - Student does not yet show mastery of grade level standards (between 69% - 50%). RtI data shows a negative or questionable response to Tier 2 interventions	School based decision with standards-based assessment/grading - Student does not yet show mastery of grade level standards (less than 50%). RtI data shows a negative or questionable response to Tier 2 interventions
<u>iReady Teacher Toolbox - Demonstrates a Rationale</u>	School based decision with standards-based assessment/grading-mastery of grade level standards at 70% or higher and/or positive response to interventions at Tier 2.	School based decision with standards-based assessment/grading - Student does not yet show mastery of grade level standards (between 69% - 50%). RtI data shows a negative or questionable response to Tier 2 interventions	School based decision with standards-based assessment/grading - Student does not yet show mastery of grade level standards (less than 50%). RtI data shows a negative or questionable response to Tier 2 interventions

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

iReady Foundational Reading:

- *Magnetic Reading Foundations* is used as an intervention for Tier 2 students. Used as a component to

complement any reading program, Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition for Grades K-2 provides the foundation needed for students to learn to read. *Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition*, is a foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.

- iReady Tools for Instruction are actionable, in-the-moment lesson plans for addressing skills gaps identified by the i-Ready Diagnostic. These lessons are perfect for:
 - Delivering differentiated small groups and one-on-one instruction, informed by data,
 - Reteaching challenging skills and standards using new strategies and activities,
 - Flexible usage by a lead teacher or interventionist.
 - They provide clearly structured lesson plans, targeted instruction, and they are available at point-of-use.

iReady Reading Comprehension:

- [Magnetic Reading, Florida B.E.S.T. Standards](#) (Moderate ESSA Evidence) Edition for grades 3-5 is a reading comprehension program that connects the art of teaching with the Science of Reading to develop successful, proficient, and confident readers. Magnetic Reading, Florida B.E.S.T. Standards engages readers with grade-level texts, provides scaffolding comprehension with grade-level texts tailored support, and helps to build background knowledge tailored support.
- iReady Personalized Instruction (strategically assigned lessons)
- Teacher Toolbox for i-Ready

Number of times per week interventions are provided:

At least one time per week.

Number of minutes per intervention session:

15-20 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

The effectiveness of Tier 2 interventions is monitored consistently through a combination of curriculum-aligned progress checks, digital intervention platforms, and professional team review processes. Intervention data is reviewed bi-weekly to ensure supports are producing meaningful growth and that students are appropriately progressing toward grade-level expectations.

Key Monitoring Practices Include:

- Teacher-Assigned Lessons Based on Intervention Targets: After receiving targeted small-group or individualized intervention, students are assigned intentional lessons aligned to the intervention focus (e.g., phonics, fluency, number sense) using platforms such as i-Ready. These lessons are assigned at least every other week and serve as direct assessments of student growth in specific skills.
- Mastery Threshold for Progress Decisions: A student who demonstrates at least 70% mastery on teacher-assigned lessons related to the intervention focus is considered to be responding positively to Tier 2 supports. If this progress is consistent across multiple cycles, the student may transition out of Tier 2 and return to Tier 1 support with continued monitoring.
- Ongoing Tier Placement Decisions:
 - If a student scores below 70% on targeted teacher-assigned lessons and other relevant measures, the team will determine next steps, which may include:
 - Continuing Tier 2 supports with adjusted strategies or increased intensity.
 - Referring the student for Tier 3 interventions, which offer more individualized and intensive support.
- Additional Data Considered:
 - Progress Monitoring Tools: Results from CBMs or other skill-specific probes help determine whether the student is making steady gains over time.

- Classroom Performance and Work Samples: Teacher observation, grades, and formative assessments provide context to digital platform data.
- Team-Based Decisions: Intervention teams (MTSS, grade-level teams, or student support teams) review data collectively to ensure placement decisions are equitable, evidence-based, and responsive to student needs.

This multi-source monitoring approach ensures that Tier 2 interventions remain responsive, targeted, and flexible—prioritizing student success through a cycle of instruction, data collection, review, and adjustment.

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

Our school uses a structured, collaborative, and data-driven process to continually assess and refine Tier 2 interventions. These procedures ensure that interventions remain effective, targeted, and responsive to student needs by identifying what's working, where gaps exist, and how to improve support for student growth.

Key Procedures Include:

- Monthly Administrative Data Chats: School leaders meet regularly with teachers to review student progress data, provide targeted feedback, and discuss trends or concerns related to Tier 2 implementation. These meetings are solution-focused, with actionable next steps to support instructional adjustments and address areas where student growth is stagnant.
- School-Based Walkthroughs: Administrators conduct regular walkthroughs to observe intervention delivery in action. These visits provide real-time insight into instructional practices, allow for immediate coaching or support, and help ensure consistency across classrooms.
- RtI Team/Articulation Team and Student-Specific Meetings: The RtI team meets regularly to evaluate system-wide implementation and individual student needs. Student-specific meetings are held for those not responding to Tier 2 interventions to determine root causes, adjust supports, or recommend movement between tiers as appropriate.
- Bi-Weekly Professional Learning Communities (PLCs): Grade-level or content-area PLCs meet every two weeks to analyze data from teacher-assigned lessons, digital platforms, and classroom assessments. These meetings are used to refine instructional strategies, regroup students based on need, and ensure intervention plans are customized and evolving as needed.

This multi-tiered feedback and monitoring structure allows our school to continuously improve Tier 2 interventions by identifying patterns, solving instructional challenges early, and supporting teachers through collaboration, coaching, and data-informed decision-making.

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

Tier 3 interventions are reserved for students who demonstrate significant and persistent challenges despite receiving targeted Tier 2 supports. These interventions are more intensive, individualized, and focused on addressing specific barriers to learning that Tier 2 supports have not successfully remediated.

Criteria for Moving to Tier 3 Include:

- Lack of Adequate Progress in Tier 2: If a student consistently scores below 70% on teacher-assigned lessons directly aligned to Tier 2 intervention goals over the course of a nine-week period, this signals a need for more intensive support.
- Minimal Growth Across Multiple Data Points: In addition to digital lesson performance, students may show limited or no growth on:
 - Curriculum-Based Measures (CBMs)
 - Benchmark and progress monitoring assessments
 - In-class formative assessments and work samples
 - Observational data or anecdotal records from teachers and interventionists

- Persistent Skill Gaps: Diagnostic assessments or screening tools continue to show foundational gaps that are not closing with Tier 2 intervention.
- Team-Based Decision-Making: A move to Tier 3 is never based on a single data point. The decision is made collaboratively during RtI student-specific meetings, with input from teachers, interventionists,, and administrators. The team considers:
 - Student progress trends
 - Intervention fidelity
 - Student engagement
 - Any external factors that may be affecting learning (e.g., attendance, health, home environment)

Beginning of the Year Data

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

Level 1 or 2 on STAR Early Literacy, STAR Reading, FAST, and/or i-Ready

K-5 TIER 3						
Tool	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
STAR Early Literacy	≤113	≤134	≤165			
STAR	≤113	≤134	≤165			
FAST				≤185	≤198	≤205
i-Ready	100-361	100-346	100-418	100-473	100-495	100-541
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.

iReady will be used as a Tier 3 intervention.

[ESSA Level 2 \(Moderate\)](#)

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

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The *iReady Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. i-Ready Assessment sets high expectations for all students. Tools like the *iReady Dyslexia Screener* and *iReady Literacy Tasks*, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *iReady Assessment* includes a wide range of accessibility features to maximize usability for students.

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teachers to provide a personalized learning experience for each student.

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- Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
- Instruction for Grade 3 and above that helps build word-learning strategies that maximize vocabulary acquisition; and
- Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

Tier 3 Programs/Materials/Strategies & Duration	Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction.	Performance Criteria indicating continuation of Tier 3 interventions in addition to Tier 1 instruction
iReady Online Instruction -Moderate ESSA Evidence	School-based decision with standards-based assessment/grading - Mastery of grade-level standards/benchmarks.	School-based decision with standards-based assessment/grading - Mastery of grade-level standards/benchmarks.
iReady Teacher Toolbox - Demonstrates a Rationale	School-based decision with standards-based assessment/grading - Mastery of grade-level standards/benchmarks.	School-based decision with standards-based assessment/grading - Mastery of grade-level standards/benchmarks.

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

For students in grades K–3 identified as having a substantial reading deficiency, our school provides targeted, evidence-based multisensory interventions designed to support foundational literacy skills. These interventions are structured, cumulative, and explicit—engaging multiple senses (visual, auditory, kinesthetic, and tactile) to strengthen reading development.

Multisensory Reading Interventions Include:

- Phonics-Based Programs (e.g., UFLI, Orton-Gillingham-based resources, etc.):
These programs use direct, sequential instruction with multisensory routines such as:
 - Sky writing or sand writing of phonemes and sight words
 - Tapping out sounds with fingers while blending and segmenting
 - Tracing letters while saying corresponding sounds aloud
- Heggerty Phonemic Awareness:
Daily oral routines build auditory discrimination and phonemic manipulation through call-and-response activities, hand motions, and repetition to solidify phonological awareness.
- i-Ready Teacher-Assigned Lessons & Literacy Center Activities:
Students work in small groups on intervention lessons tailored to their specific needs, followed by hands-on literacy centers involving magnetic letters, word-building games, and sentence reconstruction activities.

- **Progress Monitoring and Scaffolded Support:**
All interventions are monitored weekly using formative assessments, curriculum-based measures (CBMs), or digital data (e.g., i-Ready, FAST progress monitoring). Adjustments are made based on student responsiveness.

Number of times per week interventions are provided:

2-3 times per week

Number of minutes per intervention session:

60 minutes total each week

Explain how the effectiveness of Tier 3 interventions are monitored

Tier 3 interventions are the most intensive supports within our Multi-Tiered System of Supports (MTSS) and are closely monitored to ensure that instruction is both responsive and effective. Progress is reviewed frequently and adjustments are made based on the student's rate of improvement, engagement, and mastery of targeted skills.

Key Monitoring Practices Include:

- **Weekly Progress Monitoring:**
Students receiving Tier 3 interventions are assessed weekly using formative assessments, Curriculum-Based Measures (CBMs) and/or digital platforms like i-Ready. These assessments focus on specific skill deficits and are aligned to the intervention focus, providing immediate data on whether a student is making meaningful gains.
- **Teacher-Assigned Lessons with Mastery Tracking:**
Intentional, skill-specific lessons are assigned through i-Ready or other intervention programs. Student mastery is determined by performance on these lessons:
 - 70% or higher indicates progress and may lead to a reduced level of support.
 - Below 70% across multiple sessions signals a need to adjust or intensify the intervention.
- **RtI Student-Specific Meetings:**
Student data is reviewed regularly by the RtI team—including teachers, interventionists, and administrators—to evaluate progress and make instructional decisions. These meetings ensure that interventions remain targeted and individualized.
- **Documentation of Fidelity and Adjustments:**
Interventionists maintain clear records of:
 - The intervention strategy used
 - Frequency and duration of sessions
 - Student engagement and responsiveness
 - Any adjustments made based on data or observations
- **Multiple Data Sources:**
Effectiveness is determined by analyzing a combination of:
 - Weekly progress monitoring results
 - Performance on teacher-assigned lessons
 - Work samples and classroom-based assessments
 - Observation notes and anecdotal data

Through this intensive, data-driven monitoring system, our school ensures that Tier 3 interventions are precise, flexible, and responsive—providing the individualized support students need to make meaningful progress toward grade-level expectations.

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

interventions?

Because Tier 3 interventions are the most intensive level of support, our school has a structured system in place to continuously evaluate and refine their effectiveness. These procedures are grounded in ongoing collaboration, frequent data review, and a commitment to meeting each student's individual needs.

Key Procedures Include:

- **Administrative Data Chats:**
School leaders conduct routine data chats with interventionists and classroom teachers to review Tier 3 student performance. These conversations result in actionable next steps to improve instructional delivery or ensure alignment with student needs.
- **Instructional Coaching Support:**
School administrators support Tier 3 implementation by modeling strategies, co-planning interventions, and conducting targeted walkthroughs. They provide feedback on instructional alignment, pacing, and engagement strategies.
- **Ongoing Fidelity Checks and Observations:**
Administrators conduct classroom and intervention walkthroughs to observe Tier 3 implementation in real time. These visits ensure that interventions are delivered as intended and help identify areas for coaching or support.
- **PLC Discussions for Continuous Improvement:**
Although Tier 3 interventions are highly individualized, data and instructional approaches are still discussed during grade-level or vertical Professional Learning Community (PLC) meetings. Teachers collaborate to identify trends, share strategies, and ensure continuity of support.

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\(21\)\(A\)\(i\)](#).

3rd grade Summer Reading Camps will be provided to all 3rd grade students who do not score a Level 2 or higher on the FAST Assessment or a 529 on their iReady.

The Villages Charter School will use a combination of evidence-based reading programs for the summer camps. These programs include:

- i-Ready individualized pathway and scope and sequence based on specific comprehension and foundation benchmarks. i-Ready Online instruction –Moderate ESSA Evidence
- FCRR reading activities – Supplemental Resources
- CPALMS reading activities – Supplemental Resources

All programs selected to use include evidence-based, explicit, systematic, and multisensory reading instruction

in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The Villages Charter School is dedicated to providing highly effective teachers who are certified or endorsed in reading to provide instruction during our summer reading camps.

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

The Villages Charter School will provide voluntary Summer Reading Camps to students in Grades K-5 with a reading deficiency if the deficiency is inhibiting the student's promotion to the next grade level.

Grades 6-8

5. Grades 6-8 Assessments

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

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
Other District Assessment: iReady Diagnostics and/or Oral Reading Fluency Tasks	☒ 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

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

Students who score a Level 1 on the FAST, or score three or more grade levels below on i-Ready Diagnostics will be assigned to a Tier 3 level of interventions.

Students who score a Level 2 on FAST or who score two grade levels below on i-Ready Diagnostics will be assigned to a Tier 2 level of interventions.

Grades 6-8 Decision Tree

Beginning of the Year Data

Beginning of year data

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

Level 3 or higher on FAST

6-8 TIER 1			
Tool	Sixth Grade	Seventh Grade	Eighth Grade
FAST	≥225	≥231	≥238
i-Ready	598-800	609-800	620-800

Core Instruction

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

McGraw-Hill StudySync

[Demonstrates a Rationale through Science of Reading](#)

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

[StudySync](#) is a comprehensive English Language Arts Curriculum that provides opportunities to tailor lessons to each student's learning needs.

StudySync provides flexibility to design instructional pathways that include thematic units, novel studies, and a unit-creator to deliver strong and consistent instruction online or offline.

World-class research and practitioners who are experts in the education field developed and validated the instructional models in the StudySync curriculum through Science of Reading strategies.

StudySync incorporates data-driven assessments to guide and inform instruction that includes:

- Readiness Screeners
- Benchmark Assessments
- Instruction and Formative Assessments
- Review and Remediate Opportunities
- End-of-Unit Assessments
- Test Preparation and practice options for rigor and stamina

The literary works include high-interest contemporary works to lead into more complex, canonical texts.

Writing is infused within the reading lessons that include Response to Reading activities and grammar instruction and practice.

StudySync provides opportunities for whole-group instruction with collaborative learning and encourages differentiation to elevate students, including English Language Learners through scaffolded small-group

instruction.

The multifaceted approach provided by StudySync creates the elements of core instruction essential to serve all students at the Core Tier 1 instructional level sufficient for 80% of the student population.

Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions
<u>FAST</u> Level 3 or above <u>i-Ready</u> Grade 6: 598-800 Grade 7: 609-800 Grade 8: 620-800	<u>FAST</u> Level 1 or 2 <u>i-Ready</u> Grade 6: ≤597 Grade 7: ≤608 Grade 8: ≤619

Explain how the effectiveness of Tier 1 instruction is monitored.

StudySync provides data-driven assessments that help teachers gauge their student's progress with leading data to inform instructional decisions for all students.

- Readiness Screeners create quick snapshots of student grade-level reading readiness.
- Benchmark Assessments provide a tracking mechanism for progress on state benchmarks.
- Formative Assessments within instruction create quick monitors of student understanding.
- Review and Remediate opportunities are readily available through Spotlight Skills.
- End-of-Unit Assessments determine student mastery of each unit's skills.
- Test Preparation and Practice help students increase stamina through rigorous high-stakes testing questions.

These multiple leading assessment opportunities allow for quick instructional shifts to ensure student understanding.

Additionally, the following support the monitoring of Tier 1 instruction;

- PLC Meetings and data chats
- i-Ready diagnostic placement tool
- i-Ready online instructional path
- Formal and informal classroom walkthroughs

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

- Teacher evaluation at a school level
- Formative assessment and PLC data analysis
- Targeted professional development (district and school level)
- PLCs to discuss effectiveness
- Administrative feedback

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

Students not performing at the 50th percentile will be moved into a Tier 2 intervention model based on specific content or topic in an intervention model that is fluid and targeted.

Beginning of year data

6-8 TIER 2

Tool	Sixth Grade	Seventh Grade	Eighth Grade
FAST	209-224	215-231	220-237
i-Ready	566-597	583-608	594-619

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.

i-Ready will be used as a Tier 2 intervention.

[ESSA Level 2 \(Moderate\)](#)

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.

All students take the i-Ready Diagnostic which produces:

Next Steps

-Instructional Grouping Reports

The i-Ready Diagnostic provides actionable insights, enabling differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lessons as necessary. Every student excels with an empowered teacher and the right instructional tools.

-i-Ready Assessment sets high expectations for all students

-Using tools like the i-Ready Dyslexia Screener and i-Ready Literacy Tasks, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. -i-Ready Assessment includes a wide range of accessibility features to maximize usability for students.

-i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

-i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. It is grounded in best practice and engages students as they build new skills and learn to access rigorous texts. Its personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:

-Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading.

-Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success.

-Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition.

-Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

TIER 2 Programs & Materials	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
i-Ready Online instruction	School based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.	School based decision with standards-based assessment/grading – mastery of grade level standards between 69% - 50%.	School based decision with standards-based assessment/grading – mastery of grade level standards less than 50%.
i-Ready Teacher Toolbox	School based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.	School based decision with standards-based assessment/grading – mastery of grade level standards between 69% - 50%.	School based decision with standards-based assessment/grading – mastery of grade level standards less than 50%.
Number of times per week interventions are provided: At least 2 time per week			
Number of minutes per intervention session: 15-20 minutes			
Explain how the effectiveness of Tier 2 interventions are monitored. Teacher assigned lessons based on interventions delivered/received - Students demonstrating mastery (70% or higher) of content or topic based on intentional lessons in i-Ready that are assigned every other week after targeted intervention has been provided will be transitioned out of that tiered intervention. - If a student does not demonstrate mastery (70% or higher) on their teacher-assigned lessons based on the intervention they received, they will either: - Remain at a Tier 2 - Move to a Tier 3 - Other data may also be considered			
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? - Monthly Administrative Data Chats with intentional and actionable feedback - District- and school-based administrative walkthroughs - MTSS Core Team Meetings and MTSS student-specific meetings - RTI Specialist monitoring and modeling - Bi-weekly Professional Learning Community meetings using data to inform and modify curriculum and instruction			
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Student failing to show progress with teacher-assigned lessons after receiving targeted interventions (69% or below) per 9-weeks will be transitioned to a Tier 3 intervention level.			
Beginning of year data			
IF student meets the following criteria at the beginning of the school year: Level 1 or 2 on FAST and/or score three or more years below grade level on i-Ready.			

6-8 TIER 3

Tool	Sixth Grade	Seventh Grade	Eighth Grade
FAST	≤208	≤214	≤219
i-Ready	100-565	100-582	100-593

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.

i-Ready and Lexia will be used as a Tier 3 intervention.

Lexia - [Promising Levels of ESSA Support](#)

iReady - [Moderate Levels of ESSA Support](#)

1. Provide explicit vocabulary instruction. (Strong Level of Evidence)
2. Provide direct and explicit comprehension strategy instruction. (Strong Level of Evidence)
3. Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Level of Evidence)
4. Increase student motivation and engagement in literacy learning. (Moderate Level of Evidence)
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Level of Evidence)

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

1. Build students' decoding skills so they can read complex multisyllabic words. (Strong Level of Evidence)
2. Provide purposeful fluency-building activities to help students read effortlessly. (Strong Level of Evidence)
3. Routinely use a set of comprehension-building practices to help students make sense of the text. (Strong Level of Evidence)
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. (Moderate Level of Evidence)

These recommendations were built into the Phonics for Reading program which is designed to support older students who struggle with basic foundational skills which hinder their ability to read complex texts. The district will support and monitor implementation of this program by:

1. Providing Professional Learning training and support throughout the implementation for both teachers and administrators.
2. Support with in-class modeling as appropriate.
3. Track student progress through the i-Ready program.

Lexia PowerUp Literacy

Lexia PowerUp Literacy has earned a Strong rating from Evidence for ESSA, which is the highest level of evidence-based rating. This curriculum is delivered to students as a Tier 3 intervention within the Intensive Reading courses assigned to students scoring at a Level 1 on FAST. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp aims to accelerate the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths.

Tier 3 Programs and Materials

Performance Criteria to Remove

Performance Criteria Indicating

	Tier 3 and Continue Tier 2 Interventions in addition to Tier 1 Instruction	Continuation of Tier 2 Interventions in Addition to Tier 1 Instruction
iReady Online Instruction	School based decision with standards-based assessment/grading - mastery of grade-level standards at 70% or higher.	School based decision with standards-based assessment/grading - mastery of grade-level standards at between 69%-50%
iReady Teacher Toolbox	School based decision with standards-based assessment/grading - mastery of grade-level standards at 70% or higher.	School based decision with standards-based assessment/grading - mastery of grade-level standards at between 69%-50%
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. All students take the i-Ready Diagnostic which produces: Next Steps -Instructional Grouping Reports -The i-Ready Diagnostic provides actionable insights, enabling differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lessons as necessary. Every student excels with an empowered teacher and the right instructional tools. -i-Ready Assessment sets high expectations for all students. -i-Ready Dyslexia Screener and i-Ready Literacy Tasks help teachers identify individual student learning needs and chart a customized pathway toward proficiency. -i-Ready Assessment includes a wide range of accessibility features to maximize usability for students. -i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students. -i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous texts. Its personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student. i-Ready Reading includes: -Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading; -Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success. -Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition. -Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.		
Number of times per week interventions are provided: 1-3 times a week		
Number of minutes per intervention session: 20-30 minutes		

Explain how the effectiveness of Tier 3 interventions are monitored.

Teacher assigned lessons based on interventions delivered/received

- Students demonstrating mastery (70% or higher) of content or topic based on intentional lessons in i-Ready assigned every other week after targeted intervention has been provided will be transitioned out of that tiered intervention.
- If a student does not demonstrate mastery (70% or higher) on their teacher-assigned lessons based on the intervention they received, they will remain at a Tier 3 and the interventions and strategies will be restructured to find responsive efforts.

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

- Monthly Administrative Data Chats with intentional and actionable feedback
- District- and school-based administrative walkthroughs
- MTSS Core Team Meetings and MTSS student-specific meetings
- RTI Specialist monitoring and modeling
- Bi-weekly Professional Learning Community meetings using data to inform and modify curriculum and instruction

Grades 9-12**7. Grades 9-12 Assessments**

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

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ 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
Other District Assessment PSAT SAT ACT CLT	☐ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ 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

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

Students who score a Level 1 on the FAST will be assigned to a Tier 3 level of interventions.
Students who score a Level 2 on FAST will be assigned to a Tier 2 level of interventions.

Grades 9-12 Decision Tree

Beginning of year data

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

Level 3 or higher on FAST

9-12 TIER 1				
Tool	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST	≥242	≥247	≥247	≥247

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 myPerspectives

[Moderate ESSA Rating](#)

Pre-Advanced Placement by CollegeBoard

[Annual Opportunity Report](#)

Advanced Placement by CollegeBoard

[A Review of Key Research](#)

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

SAVVAS myPerspectives

myPerspectives for grades 6-12 is a teacher-inspired, student-centered literacy solution that values the perspective of the learner, promotes student ownership and choice, and helps educators prepare students to become lifelong readers, writers, and thinkers. In addition to earning the EdReports "All-Green" rating, each program's evidence-based pedagogy has been determined to meet ESSA (Every Student Succeeds Act) Level 2 Evidence for its positive impact on learning outcomes.

EdReports is the highly regarded, independent nonprofit that seeks to improve education by providing reviews of K-12 instructional materials and applying evidence-based analysis in evaluating programs.

myPerspectives Overview

myPerspectives ELA is a Grades 6-12 student-centered curriculum that provides a connected approach to improving student learning and achievement. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors' perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in myPerspectives, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

myPerspectives...

promotes student ownership of their learning through goal setting, student choice, and reflection encourages social collaboration links together knowledge, skills and learning behaviors is backwards designed from defined learning outcomes with learning activities, instruction, and assessments-- always feeding back to the Performance Tasks and Performance-Based Assessment provides opportunities to personalize for learning in response to student performance and need

[SAVVAS Plan for Success](#)

Unit Introduction	Lesson Features
Each unit opener is a roadmap that outlines student learning for the unit, to help them understand what is expected of them and where they are going. This allows them to take responsibility and ownership for their own learning. All unit activities are backward-designed to the Performance-Based Assessment so that students' work is meaningful and is building knowledge. Students pull together their notes, evidence, completed activities, and Performance Tasks for the End-of-Unit Performance-Based Assessment. Grades 6–8: approximately 2 days of instruction Grades 9–12: approximately 1 day of instruction	❑ Jump Start ❑ Unit Goals ❑ Academic Vocabulary ❑ Summary ❑ Launch Text • Word Network • Summary • Launch Activity • Vocabulary Development • QuickWrite • Evidence Log

Whole-Class Learning	Lesson Features
Teachers model, <i>instruct</i>, and support instruction with anchor texts as students broaden their perspectives on the unit topic. Activities focus on Making Meaning, Language Development, and Effective Expression as students develop and share their perspectives on the unit topic through writing in a targeted mode. Grades 6–8: approximately 13 days of instruction and 3 days for the Performance Task Grades 9–12: approximately 12 days of instruction and 2 days for the Performance Task	☐ Essential Question ☐ Whole-Class Learning Strategies ☐ Anchor Text—First Read - Teacher Model - Interactivities (BouncePages App) - Concept Vocabulary - First-Read Strategies - Close Read in Columns (annotations, questions) - Comprehension Check - Research FOR EACH SELECTION: ☐ Close Read: Making Meaning - Analyze the Text - Analyze Craft and Structure - Practice - Formative Assessment (as needed) ☐ Close Read: Language Development - Concept Vocabulary - Word Study - Convention (Read It, Write It) - Formative Assessment (as needed) ☐ Close Read: Effective Expression - Writing to Sources - Speaking and Listening - Formative Assessment (as needed) ☐ Selection Test END OF SECTION: ☐ Performance Task - Prewriting/Planning - Drafting - Create Cohesion—Transitions - Revising - Editing/Proofreading - Publishing and Presenting - Reflecting
Small-Group Learning	Lesson Features
Students in this section work collaboratively to broaden their perspectives on the unit topic through reading, completing activities, and research. Teachers <i>facilitate</i> small groups and adjust instruction as necessary for the different groups. Notes in the Teacher's Edition assist in instructing small groups and collaboration as students read selections, participate in group discussions and debates, share their learning with each other using an array of speaking and listening activities, and develop presentations in their small groups. Grades 6–8: approximately 11 days of instruction and 1–2 days for the Performance Task Grades 9–12: approximately 10 days of instruction and 2–3 days for the Performance Task	☐ Essential Question ☐ Small-Group Learning Strategies - Work as a Team - Make a Schedule - Working on Group Projects FOR EACH SELECTION: ☐ Small-Group Texts: Making Meaning - Concept Vocabulary - First Read - Comprehension Check - Research - Close Read the Text - Analyze the Text - Concept Vocabulary - Word Study - Analyze Craft and Structure - Formative Assessment (as needed) ☐ Small-Group Texts: Language Development - Author's Style - Formative Assessment (as needed) ☐ Small-Group Texts: Effective Expression - Speaking and Listening or Research and Writing - Formative Assessment (as needed) ☐ Selection Test END OF SECTION: ☐ Performance Task - Present an Argument - Plan with Your Group - Rehearse with Your Group - Present and Evaluate

Independent Learning	Lesson Features
Students select one or two online texts to read independently to broaden their perspectives on the unit topic and apply the skills and strategies they have acquired in the previous sections. Teachers <i>advise</i> and encourage students as they implement close-reading strategies and continue to build insight on the topic and content knowledge through activities and research. Grades 6–8: <i>approximately 2 days of instruction</i> Grades 9–12: <i>approximately 2 days of instruction</i>	☐ Essential Question ☐ Independent Learning Strategies ☐ Students Select Texts ☐ First-Read Guide ☐ Close-Read Guide • Close Read and Analyze • QuickWrite • Share Your Independent Learning

Advanced Placement by CollegeBoard

The Advanced Placement (AP) Program offers high school students the opportunity to engage in rigorous, college-level learning that prepares them for postsecondary success. AP empowers academically prepared students to challenge themselves with advanced coursework across a wide range of subject areas while still in high school.

AP provides flexible instructional design through teacher-developed syllabi aligned to college-level standards. Each AP course is modeled on an introductory college course and culminates in a standardized AP Exam, developed and validated by college faculty and experienced educators. These exams assess students' mastery of content and skills, providing a consistent and reliable measure of college readiness.

The AP Program fosters student achievement and academic growth through:

- Course offerings in seven major subject areas
- A course audit process to ensure instructional quality and alignment with college-level expectations
- Exams designed by expert committees and scored using a standardized 1–5 scale
- Nationwide and global access to AP testing each May

AP coursework supports equity, access, and readiness by encouraging participation from all willing and academically prepared students. College Board strongly supports schools in removing barriers and increasing representation of students from historically underrepresented racial, ethnic, and socioeconomic groups in AP classrooms.

AP courses benefit students by:

- Enhancing college applications through rigorous course experience
- Providing opportunities to earn college credit or bypass introductory college courses
- Building confidence and academic skills, including time management, critical thinking, and problem-solving
- Allowing students to explore their interests in depth through sustained engagement in high-level content

While the AP Program provides a defined framework for college-level expectations, it also allows for instructional autonomy. Teachers are empowered to design their own course syllabi aligned with AP guidelines, fostering creativity and adaptability within a structured framework. The AP Course Audit ensures that every course designated “AP” meets established standards for content and rigor.

The AP Program provides a comprehensive Tier 1 academic opportunity that challenges, elevates, and prepares students for the demands of higher education. With a commitment to access and excellence, AP supports student growth, strengthens instruction, and creates pathways to future success in college, careers, and beyond.

Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions
<u>FAST</u> Level 3 or above	<u>FAST</u> Level 1 or 2

Explain how the effectiveness of Tier 1 instruction is monitored.

SAVVAS myPerspectives provides data-driven assessments that help teachers gauge their student's progress with leading data to inform instructional decisions for all students.

- Selection Level Opportunities create quick formative snapshots of student grade-level reading readiness.
 - Comprehension checks, reading strategies, and coles read responses.
 - Building insights questions
 - Skills instructional activities
 - Monitoring student comprehension and vocabulary acquisition
 - Exit Tickets - Quick 10 multiple-choice questions focused on comprehension and vocabulary.
- Benchmark Assessments provide a tracking mechanism for progress on state benchmarks.
 - Beginning, Midyear, and End of the Year Tests
- End-of-Unit Assessments determine student mastery of each unit's skills.
 - Performance-Based Writing and Speaking and Listening tasks.
 - Unit Tests - monitoring understanding of reading skills taught in each unit.
- Test Preparation and Practice help students increase stamina through rigorous high-stakes testing questions.
 - Multiple-choice, short-response, and timed writing activities.
 - Test-prep banks in SAT and ACT formats

These multiple leading assessment opportunities allow for quick instructional shifts to ensure student understanding.

Additionally, the following support the monitoring of Tier 1 instruction;

- PLC Meetings and data chats
- Formal and informal classroom walkthroughs

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

- Teacher evaluation at a school level
- Formative assessment and PLC data analysis
- Targeted professional development (district and school level)
- PLCs to discuss effectiveness
- Administrative feedback

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

If students are not performing at the FAST level 3, those students will be moved into a Tier 2 intervention model based on that specific content or topic in an intervention model that is fluid and targeted.

Beginning of year data

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

(Enter assessment criteria that will be used.)

Level 1 or 2 on FAST

9-12 TIER 2

Tool	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST	224-241	230-246	230-246	230-246

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.

[SAVVAS iLit45](#)

For strategy instruction, iLit incorporates the six reading strategies identified by the National Reading Panel report (2000) as crucial for developing comprehension skills. These strategies are: (1) activating background knowledge, (2) student questioning, (3) searching for information (4) summarizing, (5) organizing graphically, and (6) learning story structure for literary materials. Considering the aforementioned and other relevant research, the iLit course was designed around five main premises that are supported by this research: active engagement and motivation, explicit modeling, vocabulary instruction, authentic reading and writing experiences, and differentiated instruction.

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.

Our school is committed to providing equitable, inclusive, and research-based support for all learners, including students with disabilities, students who have an Individualized Education Program (IEP), and students identified as English Language Learners (ELLs). Instructional decisions are guided by individual student needs, data, and collaborative team input to ensure that every student has access to a high-quality education.

For Students with a Disability / Students with an IEP:

- Specially Designed Instruction (SDI):
IEP teams develop customized instructional strategies based on each student's goals and present levels of performance. SDI is provided within general education settings, resource rooms, or through push-in/pull-out models.
- Evidence-Based Curricula and Interventions:
 - Navigate 360/Compass curriculum for students with behavior or social-emotional learning (SEL) goals.
- Progress Monitoring Tools:
 - Weekly or bi-weekly data collection using formative assessments, CBMs, or individualized goal tracking forms aligned to IEP goals.
- Collaborative Planning Model:
 - General and special education teachers collaborate to deliver inclusive instruction using Universal Design for Learning (UDL) principles and accommodations/modifications as required.

For English Language Learners (ELLs):

- ESOL Services and Language Acquisition Support:
 - Students receive push-in or pull-out English language development services using WIDA-aligned strategies that support all language domains (listening, speaking, reading, writing).
 - Scaffolded instruction is provided within content areas using visuals, sentence frames, graphic organizers, and realia.

- Evidence-Based Programs and Tools:
 - Rosetta Stone EL support tools to provide adaptive language development aligned with grade-level academic standards.
 - SAVVAS [iLitELL](#) Curriculum
- Monitoring of Language Development:
 - Ongoing review of ACCESS for ELLs data and formative classroom assessments to monitor growth in English proficiency and adjust instruction accordingly.

Universal Supports Across All Groups:

- MTSS Problem-Solving Teams:
All students—including those with disabilities and ELLs—are supported through the school's tiered system. MTSS teams collaborate with ESE and ESOL staff to ensure interventions are accessible and culturally responsive.
- Use of Accommodations and Assistive Technology:
Students with IEPs and ELLs receive accommodations such as extended time, translated materials, visual supports, or text-to-speech tools based on documented needs.
- Family Engagement and Communication:
Multilingual communication, translated documents, and interpretation services are provided for families of ELLs and students with IEPs to support collaboration and understanding of educational progress.

TIER 2 Programs & Materials	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
SAVVAS myPerspectives	School-based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.	School based decision with standards-based assessment/grading – mastery of grade level standards between 69% - 50%.	School based decision with standards-based assessment/grading – mastery of grade level standards less than 50%.
iLIT45	School based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.	School based decision with standards-based assessment/grading – mastery of grade level standards between 69% - 50%.	School based decision with standards-based assessment/grading – mastery of grade level standards less than 50%.

Number of times per week interventions are provided:

Once a week

Number of minutes per intervention session:

30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

The effectiveness of Tier 2 interventions is monitored consistently through a combination of curriculum-aligned progress checks, digital intervention platforms, and professional team review processes. Intervention data is reviewed bi-weekly to ensure supports are producing meaningful growth and that students are appropriately progressing toward grade-level expectations.

Key Monitoring Practices Include:

- **Teacher-Assigned Lessons Based on Intervention Targets:** After receiving targeted small-group or individualized intervention, students are assigned intentional lessons aligned to the intervention focus (e.g., phonics, fluency, number sense) using platforms such as SAVVAS myPerspectives and iLit45. These lessons are assigned at least every other week and serve as direct assessments of student growth in specific skills.
- **Mastery Threshold for Progress Decisions:** A student who demonstrates at least 70% mastery on teacher-assigned lessons related to the intervention focus is considered to be responding positively to Tier 2 supports. If this progress is consistent across multiple cycles, the student may transition out of Tier 2 and return to Tier 1 support with continued monitoring.
- **Ongoing Tier Placement Decisions:**
 - If a student scores below 70% on targeted teacher-assigned lessons and other relevant measures, the team will determine next steps, which may include:
 - Continuing Tier 2 supports with adjusted strategies or increased intensity.
 - Referring the student for Tier 3 interventions, which offer more individualized and intensive support.
- **Additional Data Considered:**
 - **Progress Monitoring Tools:** Results from CBMs or other skill-specific probes help determine whether the student is making steady gains over time.
 - **Classroom Performance and Work Samples:** Teacher observation, grades, and formative assessments provide context to digital platform data.
 - **Team-Based Decisions:** Intervention teams (MTSS, grade-level teams, or student support teams) review data collectively to ensure placement decisions are equitable, evidence-based, and responsive to student needs.

This multi-source monitoring approach ensures that Tier 2 interventions remain responsive, targeted, and flexible—prioritizing student success through a cycle of instruction, data collection, review, and adjustment.

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

Our school uses a structured, collaborative, and data-driven process to continually assess and refine Tier 2 interventions. These procedures ensure that interventions remain effective, targeted, and responsive to student needs by identifying what's working, where gaps exist, and how to improve support for student growth.

Key Procedures Include:

- **Monthly Administrative Data Chats:** School leaders meet regularly with teachers to review student progress data, provide targeted feedback, and discuss trends or concerns related to Tier 2 implementation. These meetings are solution-focused, with actionable next steps to support instructional adjustments and address areas where student growth is stagnant.
- **School-Based Walkthroughs:** Administrators conduct regular walkthroughs to observe intervention delivery in action. These visits provide real-time insight into instructional practices, allow for immediate coaching or support, and help ensure consistency across classrooms.
- **RtI Team/Articulation Team and Student-Specific Meetings:** The RtI team meets regularly to evaluate system-wide implementation and individual student needs. Student-specific meetings are held for those not responding to Tier 2 interventions to determine root causes, adjust supports, or recommend movement between tiers as appropriate.
- **Bi-Weekly Professional Learning Communities (PLCs):** Grade-level or content-area PLCs meet every two weeks to analyze data from teacher-assigned lessons, digital platforms, and classroom assessments.

These meetings are used to refine instructional strategies, regroup students based on need, and ensure intervention plans are customized and evolving as needed.

This multi-tiered feedback and monitoring structure allows our school to continuously improve Tier 2 interventions by identifying patterns, solving instructional challenges early, and supporting teachers through collaboration, coaching, and data-informed decision-making.

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

Tier 3 interventions are reserved for students who demonstrate significant and persistent challenges despite receiving targeted Tier 2 supports. These interventions are more intensive, individualized, and focused on addressing specific barriers to learning that Tier 2 supports have not successfully remediated.

Criteria for Moving to Tier 3 Include:

- Lack of Adequate Progress in Tier 2: If a student consistently scores below 70% on teacher-assigned lessons directly aligned to Tier 2 intervention goals over the course of a nine-week period, this signals a need for more intensive support.
- Minimal Growth Across Multiple Data Points: In addition to digital lesson performance, students may show limited or no growth on:
 - Curriculum-Based Measures (CBMs)
 - Benchmark and progress monitoring assessments
 - In-class formative assessments and work samples
 - Observational data or anecdotal records from teachers and interventionists
- Persistent Skill Gaps: Diagnostic assessments or screening tools continue to show foundational gaps that are not closing with Tier 2 intervention.
- Team-Based Decision-Making: A move to Tier 3 is never based on a single data point. The decision is made collaboratively during Rtl student-specific meetings, with input from teachers, interventionists,, and administrators. The team considers:
 - Student progress trends
 - Intervention fidelity
 - Student engagement
 - Any external factors that may be affecting learning (e.g., attendance, health, home environment)

Beginning of year data

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

Level 1 or 2 on FAST

9-12 TIER 3				
Tool	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST	≤223	≤229	≤229	≤229

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.

[SAVVAS iLitELL](#)

Tier 3 interventions at the high school level are highly targeted and personalized, designed for students with significant and persistent academic or skill-based deficiencies. These interventions are supported by iLitELL evidence-based programs and practices and delivered with increased frequency and duration, often in small-group or one-on-one settings.

[The iLit ELL instructional model](#) is broken into two teaching blocks that work together to increase students' achievement. These daily 45-minute teaching blocks provide opportunities for high-interest reading practice as well as systematic skill development.

During Block 1, students explore the Time to Read, Vocabulary, Whole Group, and Work Time lesson segments. The following day, during Block 2, students use the Vocabulary, Read Aloud, Think Aloud, Classroom Conversation, and Work Time lesson segments. Lessons expose students to explicit language instruction that includes vocabulary, writing, and grammar.

Programs and Practices Used in Tier 3 Interventions

1. Corrective Reading (Reading Intervention)

- Description: A direct, systematic reading intervention that focuses on decoding, fluency, and comprehension for students reading significantly below grade level.
- Evidence Level: Strong
- Support: Backed by multiple randomized controlled trials and meta-analyses showing positive effects for struggling adolescent readers.

3. Explicit Instruction and Scaffolded Support (Instructional Practice)

- Description: A teaching approach that includes modeling, guided practice, frequent feedback, and gradual release of responsibility.
- Evidence Level: Strong
- Support: Supported by decades of research in effective instruction, particularly for students with disabilities or learning difficulties.

4. Check & Connect (Attendance, Engagement, and Academic Monitoring)

- Description: A dropout prevention and engagement intervention that pairs students with a mentor who monitors progress and fosters motivation.
- Evidence Level: Strong
- Support: Multiple experimental studies and long-term evaluations show improvement in student persistence, attendance, and academic achievement.

5. Individualized Instruction Plans Based on Diagnostic Data

- Description: Tier 3 students receive customized interventions informed by diagnostic assessments (e.g., SAVVAS, iLitELL, PSAT subskill reports, progress monitoring tools).
- Evidence Level: Promising
- Support: While the structure varies, personalized plans grounded in diagnostic data have shown promising outcomes in increasing engagement and achievement.

TIER 3 Programs & Materials	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction.	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
iLitELL	Student shows mastery on standards-based assessments at 70%	Student fails to show progress on standards-based assessments

	or higher.	(69% or below.)
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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.

[SAVVAS iLitELL](#) differentiates instruction to ensure each student has a similar opportunity. SAVVAS iLitELL includes scaffolds and targeted student supports within each lesson to provide focused Tier II and Tier III intensive instruction.

- Designed for the adolescent student; captures and holds students' attention
- A digital library collection that features informational texts, full-length novels, nonfiction texts, and plays at a variety of reading levels, from BR to 1900+
- Culturally diverse texts
- Translations are available in over 100 languages
- Differentiation for varying WIDA levels
- Students can practice fluency by listening to audio recordings, and students can also record and playback their own audio
- iLitELL assessment and reporting tools help you track reading growth, fluency, and language proficiency

[SAVVAS iLitELL](#) provides embedded tools to support teachers in successful program implementation. Each lesson includes scripting and scaffolded teacher support. The program includes a Universal Access PD button, which provides teachers with suggestions and scaffolds for reaching a variety of learners, including students with learning disabilities, as well as those who are visually or hearing impaired.

The ELP button provides teachers with immediate differentiation based on students' English Language Proficiency levels. iLit ELL also provides a PD button that features SIOP® in Practice notes that identify components and features of The SIOP® Model to assist teachers in integrating proven SIOP® practices right into the program.

The Villages Charter School is committed to delivering high-quality, evidence-based instruction and intervention for all learners, including students with disabilities, students with IEPs, and English Language Learners (ELLs).

1. Explicit Instruction (Rosenshine's Principles of Instruction)

- Focus: Structured, teacher-led instruction with modeling, guided practice, and immediate feedback.
- ESSA Evidence Level: Strong
- Alignment: CERP-aligned practice for IEP implementation; especially effective for students with learning or cognitive disabilities.

2. Check & Connect (Behavioral/Engagement Intervention)

- Focus: Mentorship-based intervention to improve attendance, behavior, and academic outcomes.
- ESSA Evidence Level: Strong
- Alignment: Supported by FLDOE as a dropout prevention model for students with disabilities and other at-risk groups.

For English Language Learners (ELLs)

1. WIDA Standards & Can Do Descriptors

- Focus: Instruction and scaffolding aligned to English language proficiency levels across four domains (reading, writing, speaking, listening).

- ESSA Evidence Level: Promising
- Alignment: FLDOE requires ELL instruction to align with WIDA standards, used for ACCESS progress monitoring.

Instructional Practices for All Targeted Populations

- Universal Design for Learning (UDL):
Instruction designed to meet diverse learner needs through multiple means of representation, engagement, and expression.
ESSA Level: Promising
Alignment: Embedded in FLDOE professional development and MTSS practices.
- MTSS with Problem-Solving Teams:
A tiered system of supports with integrated academic and behavior data to individualize supports for SWD and ELLs.
ESSA Level: Strong (for MTSS framework when implemented with fidelity)
Alignment: Required under Florida's State Systemic Improvement Plan (SSIP) and supports IDEA compliance.
- Collaborative Planning:
Special education teachers, ESOL teachers, and general educators work together to provide inclusive instruction.
ESSA Level: Promising
Alignment: Encouraged by FLDOE for maximizing instructional time and reducing pull-outs.

Monitoring and Evaluation

- Progress is tracked via:
 - IEP goal monitoring tools (aligned with CBMs, diagnostic screeners, and formative assessments)
 - ACCESS for ELLs scores
 - FAST, PSAT subskill reports, and classroom-based performance tasks
- Data-Informed Adjustments:
Instructional and intervention strategies are adjusted based on student performance trends, RtI team input, and quarterly data reviews.

Number of times per week interventions are provided:

2-3 times per week

Number of minutes per intervention session:

60 minutes total each week

Explain how the effectiveness of Tier 3 interventions are monitored

Tier 3 interventions are the most intensive supports within our Multi-Tiered System of Supports (MTSS) and are closely monitored to ensure that instruction is both responsive and effective. Progress is reviewed frequently and adjustments are made based on the student's rate of improvement, engagement, and mastery of targeted skills.

Key Monitoring Practices Include:

- Weekly Progress Monitoring:
Students receiving Tier 3 interventions are assessed weekly using formative assessments,

Curriculum-Based Measures (CBMs) and/or digital platforms. These assessments focus on specific skill deficits and are aligned to the intervention focus, providing immediate data on whether a student is making meaningful gains.

- **Teacher-Assigned Lessons with Mastery Tracking:**
Intentional, skill-specific lessons are assigned through formative assessments or intervention programs. Student mastery is determined by performance on these lessons:
 - 70% or higher indicates progress and may lead to a reduced level of support.
 - Below 70% across multiple sessions signals a need to adjust or intensify the intervention.
- **Rtl Student-Specific Meetings:**
Student data is reviewed regularly by the Rtl team—including teachers, interventionists, coaches, and administrators—to evaluate progress and make instructional decisions. These meetings ensure that interventions remain targeted and individualized.
- **Documentation of Fidelity and Adjustments:**
Interventionists maintain clear records of:
 - The intervention strategy used
 - Frequency and duration of sessions
 - Student engagement and responsiveness
 - Any adjustments made based on data or observations
- **Multiple Data Sources:**
Effectiveness is determined by analyzing a combination of:
 - Weekly progress monitoring results
 - Performance on teacher-assigned lessons
 - Work samples and classroom-based assessments
 - Observation notes and anecdotal data

Through this intensive, data-driven monitoring system, our school ensures that Tier 3 interventions are precise, flexible, and responsive—providing the individualized support students need to make meaningful progress toward grade-level expectations.

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

Because Tier 3 interventions are the most intensive level of support, with a structured system in place to continuously evaluate and refine their effectiveness. These procedures are grounded in ongoing collaboration, frequent data review, and a commitment to meeting each student's individual needs.

Key Procedures Include:

- **Administrative Data Chats:**
School leaders conduct routine data chats with interventionists and classroom teachers to review Tier 3 student performance. These conversations result in actionable next steps to improve instructional delivery or ensure alignment with student needs.
- **Instructional Coaching Support:**
School administrators support Tier 3 implementation by modeling strategies, co-planning interventions, and conducting targeted walkthroughs. They provide feedback on instructional alignment, pacing, and engagement strategies.
- **Ongoing Fidelity Checks and Observations:**
Administrators conduct classroom and intervention walkthroughs to observe Tier 3 implementation in real time. These visits ensure that interventions are delivered as intended and help identify areas for coaching or support.
- **PLC Discussions for Continuous Improvement:**
Although Tier 3 interventions are highly individualized, data and instructional approaches are still discussed during grade-level or vertical Professional Learning Community (PLC) meetings. Teachers collaborate to identify trends, share strategies, and ensure continuity of support.

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.

- In-house professional development, FDLRS, and Literacy Solutions provide training in phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension.
- School-based and district-led professional development sessions are monthly, or more frequently as needed, to differentiate for teachers who demonstrate the need for additional training. Leadership teams meet monthly to discuss progress monitoring data, online instruction performance, growth monitoring, and standards mastery.
- Acceleration Team and district administrators will plan internal and prioritized professional development offerings to help support teachers where there are needs.
- The Villages Charter School assigns Mentor teachers as needed. Model classrooms will be established based on criteria identified as priorities for each individual school.
- Teachers will be advised to visit those model classrooms as the need arises (i.e. specific reading strategy instruction, best practices, small group instruction, etc.).
- Each school provides time weekly for teachers to develop their practices and collaborate with their teams during Professional Learning Communities. These are arranged by grade level and/or departments.

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).

- We will be utilizing the NHS (National Honors Society) students as tutors as part of our after-school tutoring program. In addition to this, during our BASE program, at least one teacher from each core content area will be made available for additional content-related assistance.

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).

In accordance with s. 1008.25(5) (d), F.S., the district ensures that parents or guardians are immediately notified in writing when a student is identified as having a substantial deficiency in reading. This notification is provided in a clear and timely manner following the identification through progress monitoring or assessment data.

The written notification includes:

- That his or her child has been identified as having a substantial deficiency in reading or mathematics, including a description and explanation, in terms understandable to the
- parent, of the exact nature of the student's difficulty in learning and the lack of achievement in reading or mathematics.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading or mathematics deficiency.
- That if the child's reading deficiency is not remedied by the end of the grade 3, the child must be retained unless he or she is exempt from mandatory retention for Good Cause.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
- Strategies, including multisensory strategies and programming, through a read-at-home plan, or a homebased plan, the parent can use in helping his or her child succeed in reading or mathematics.
- That the statewide, standardized English Language Arts assessments are not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child's reading is at or above grade level and ready for grade promotion.
- Specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
- Specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
- Information about the student's eligibility for the New World's Scholarship Account under s. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative,
- The Villages Charter School prioritizes early and ongoing communication with families, ensuring that they are active partners in the intervention process. All notifications are documented and maintained in the student's educational record, and follow-up meetings or communications are scheduled as needed to review progress and adjust supports.

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

The Villages Charter School provides parents with an At-Home Reading Plan that helps families by providing guidance and support for their student with the six areas of reading (oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension). The plan provides specific examples of reading activities that parents/guardians come complete with their students to assist in their reading journey at home.

The Villages Charter School also shares sign-up information about the New World's Reading initiative with families of the students who have qualified to participate in the program.

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.

8. Highly Effective Teachers

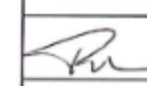
Describe how the district prioritizes the assignment of highly effective teachers, as identified in s.1012.34(2)(e), from kindergarten to grade 2.

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

- using state and local data results to identify high-performing teachers,
- reviewing certifications to ensure the teacher has earned the reading endorsement or micro credential in reading, and then
- strategically placing students identified with significant reading deficiencies with these teachers.

Utilizing this strategy ensures students with the greatest reading deficiencies are provided high-quality reading instruction to fill foundational gaps, build reading strategies, and strengthen reading accuracy and fluency.

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
N/A	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
N/A	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
N/A	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.
N/A	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): Dr. Randy McDaniel	
Signature: 	Date: 7-14-26

