Berkeley Accelerated Comprehensive Evidence-Based Reading Plan
2024-2025

The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

The CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in improving 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

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2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(8)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP		
Estimated proportional share distributed to district charters *Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*		
Secondary Expenses		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
K-12/PreK Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		

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

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**	
	Level 1	**Levels 3-5**	**Level 1**	**Levels 3-5**
6	8.49%	63.39%	5.49%	66.39%
7	17%	61%	14%	64%
8	17%	62%	14%	65%
9	18%	64%	15%	67%
10	7%	80%	4%	83%

B. Plan Implementation and Monitoring (Rule 6A-6.053(9), F.A.C.)

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

1. Provide an explanation of the following:

Grades 6-10	District Level	School Level
Data that will be collected and the frequency of review		**Data:** FAST- three times per year IXL- Ongoing **Actions:** Using analysis of FAST Progress Monitoring data, Berkley Accelerated identifies MTSS Levels 1, 2, and 3. Once identified, students who show Level 1 and 2 needs will be supported through various strategies such as Subject Area Literacy Support, Peer

		Counseling and AVID will be provided for ELA support. In response to ongoing IXL monitoring, will receive IXL Intervention Lessons. This intervention supports all students in filling ELA gaps at each learner's own pace. Each intervention strategy carries the Berkley Accelerated "Believe in Better" mission.
Actions for continuous support and improvement		

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.**

> The 2023-24 SIP indicates revisions to improve students' literacy outcomes. These revisions were made based on 2023 FAST data that indicate a need for improvement in ELA in the subarea of reading across genres, specifically morphology, context, and connotation.

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

> Administrative monitoring strategies for the Berkley Accelerated Reading Plan across grade levels will be implemented routinely. Walkthroughs, lesson plans, PLCs, grade-level meetings, and team meetings will be monitored weekly. Formal and informal observations and departmental meetings will be monitored monthly to ensure the effective implementation of the Reading Plan.

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

> Data chats at the grade level, departmental, and Leadership Team levels will be done quarterly to use the FAST and IXL progress monitoring data to drive instruction and determine PLCs and professional development.

C. **Literacy Coaches (Rule 6A-6.053(4), F.A.C.)**
   The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

   1. **Is the district using the Just Read, Florida! literacy coach model?**
      Yes/No

      > Yes, Just Read, Florida! is used across grade levels.

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 student's ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
    - **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial 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.

> Berkley Accelerated will implement Marzano's highly effective strategies and best practices to deliver instruction based on BEST Language Arts Florida Standards to increase student proficiency achieved using course Scope and Sequence, Blueprints, and collaborative planning. details the outline for core instruction. Berkley Accelerated 6-10 class scheduling includes intervention, when applicable according to data. Assessment/Curriculum Decision Trees (see below) guide the process for the Formula for Success in conjunction with the district's MTSS PST Forms.

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 6-10

5. Grades 6-10 Assessments
Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-10 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-10)	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 ☒ Grade 9	☐ Oral Language ☐ Phonological Awareness ☐ Phonics	☒ Screening ☒ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Name of the Assessment	Target Audience (Grades 6-10)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	☒ Grade 10	☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
IXL Learning	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10	☐ 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 6-10 students in need of Tier 2/Tier 3 interventions.**

> At Berkley Accelerated, the instruction and resources will be based on the students' needs, determined by data from diagnostic and progress monitoring, formative assessments, and other assignments. The ultimate goal is for students to accelerate to a minimum of level 3 or higher as measured by FAST progress monitoring; therefore, those students who perform below this expectation are considered for Tier 2/Tier 3 intervention.

Grades 6-10 Decision Tree
Beginning of year data
IF the student meets the following criteria at the beginning of the school year: ALL students receive Tier 1 Core instruction that is high quality and aligned to the B.E.S.T. Standards for English Language Arts. For students who score a Level 1 or Level 2 on the 2021-22 FSA ELA, it is encouraged that school teams review additional data, which includes but is not limited to previous academic performance, previous local and high-stakes assessment data, and previous and current stakeholder input in order to determine an accurate measure of each student's literacy skills and needs.
THEN TIER 1 Only
Core Instruction **Indicate the core curriculum and how the program is supported by strong, moderate, or promising evidence.** Grades 6-8: Amplify ELA Florida ©2020 adopted as core instructional materials for Grades 6-8 Language Arts Advanced and Honors courses. Amplify ELA Florida ©2020 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: Recomm 1: Provide explicit vocabulary instruction (Strong Evidence); Recomm 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence); Recomm 3: Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence), and; Recomm 4: Increase student motivation and engagement in literacy learning (Moderate Evidence)

Teaching Secondary Students to Write Effectively:
Provide explicit instruction of appropriate writing strategies using a Model-Practice-Reflect instructional cycle (Strong Evidence), and;
Integrate writing and reading to emphasize key writing features (Moderate Evidence)

These recommendations were built into the program through lessons designed around vocabulary instruction/practice, close reading of text, class discussion, and writing. In Amplify ELA, students practice vocabulary skills in three main ways: through Reveal words, Vocabulary Modules, and daily practice provided through the embedded Vocab App. Amplify ELA Florida lessons provide students opportunities to explore the most compelling aspects of text passages with instruction that integrates analytic reading practices, evidence-based writing, and academic discussion. Daily lessons are also designed to engage every student with great text, built-in scaffolds, multimedia with visual aesthetics, rich discussions, and debates centered around the text and driven by students' ideas. The district will support and monitor the implementation of this program by providing curriculum support documents that support pacing and sequence of instruction, engaging in collaborative student data analysis, conducting classroom visits, and providing professional learning that includes curriculum check-ins, collaborative planning sessions, observation of demonstration lessons, and workshop-style learning sessions.

Grades 9-10: McGraw-Hill Florida StudySync ©2020 adopted as core instructional materials for Grades 9-12 English Language Arts Advanced and Honors courses. StudySync does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:
Improving Adolescent Literacy: Effective Classroom and Intervention Practices:
Recomm 1: Provide explicit vocabulary instruction (Strong Evidence);
Recomm 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence);
Recomm 3: Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence), and;
Recomm 4: Increase student motivation and engagement in literacy learning (Moderate Evidence)

Teaching Secondary Students to Write Effectively:
Provide explicit instruction of appropriate writing strategies using a Model-Practice-Reflect instructional cycle (Strong Evidence), and;
Integrate writing and reading to emphasize key writing features (Moderate Evidence).
These recommendations were built into the program through lessons designed around vocabulary instruction/practice, close reading of text, class discussion, and writing. In StudySync, students engage in research-based routines that promote learning transfer. Over the course of a unit, students engage with a variety of texts through close, independent, and paired reading. StudySync lessons are designed to include multiple reads of complex text, annotation, discussion, and writing. Lessons on vocabulary, characteristics, and features of the genres, as well as relevant literary movements, build background and create access to complex text. The district will support and monitor the implementation of this program by providing curriculum support documents that support pacing and sequence of instruction, engaging in collaborative student data analysis, conducting classroom visits, and providing professional learning that includes curriculum check-ins, collaborative planning sessions, observation of demonstration lessons, and workshop-style learning sessions.

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

A student is performing above the 50th percentile as compared to peers on FAST Progress Monitoring and IXL for that benchmark. Student scores fall below grade level proficiency; FAST Progress Monitoring and IXL data reflect the need for additional support.

Explain how the effectiveness of Tier 1 instruction is monitored.
Classroom walkthroughs, monitoring of FAST Progress Monitoring, and IXL Indicators of performance on a coordinated progress monitoring system. School-level Leadership Teams, MTSS Teams, ELA Department Teams, and Grade-Level Teams, as part of a PLC, conduct regular data chats to review ongoing progress monitoring data related to core ELA instruction and/or intervention.

What procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?
Collaborative teams meet regularly.
Teachers engage in regular professional development and Professional Learning Teams.
School-based leadership teams conduct regular data chats to monitor and analyze walkthrough data trends.
Leadership, MTSS, ELA Department, and Grade-level Teams review assessment data to identify where additional support and professional learning are needed.

Analysis of student performance on common assessments from the core curriculum and frequent classroom learning walks.
As part of a PLC, ELA Department and Grade-Level Teams conduct regular data chats to review ongoing progress monitoring data related to core ELA instruction and/or intervention.
Curriculum partners provide data with usage reports.

During Leadership, MTSS, ELA Department, Grade-Level meetings, aligned planning, and team data meetings, teachers and leaders analyze data and plan/determine the next steps. Leadership and MTSS teams conduct ELA regular "Curriculum Chats" with ELA teachers to monitor the implementation and effectiveness of the Tier 1 Core ELA Curriculum.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Below 50th percentile compared to peers on IXL or FAST Progress Monitoring for that benchmark. Student scores below grade level proficiency; IXL and/or FAST data reflect the need for additional support.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)
FAST ELA score of 2 or below and additional data collected such as the following indicates the need for Tier 2 support:
Score equivalent of below grade level across the prior year's school progress monitoring ELA Assessments.

IEP targeted intervention goal data; IEP end-of-year articulation.

A score below 4 on the Reading component of ACCESS for ELLs; or an IPT score of NES, LES, or IPT Reading and Writing below 32%.

Students received interventions in the previous year and the PST determines whether interventions should continue.

Teacher observation/recommendation based on formal and informal assessments.

*Schools should make individual determinations based on multiple data points, including, but not limited to, relevant historical data.

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.
For students whose data indicates performance within the school's lowest quartile: Placement in the Intensive Reading Course with additional diagnostic assessments to determine individual needs.
Duration: 9-18 weeks

Small group, differentiated instruction within the "walk-to" intervention time using Core ELA embedded supports and/or other evidence-based interventions and strategies that the PST has determined match the individual student's specific area of need.

The following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 6-10:
Recomm 1: Building students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
Recomm 2: Providing purposeful fluency-building activities to help students read effortlessly (Strong Evidence)
Recomm 3A: Building students' world and word knowledge so they can make sense of the text (Strong evidence)
Recomm 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read (Strong evidence)
Recomm 3C: Teaching students a routine for determining the gist of a short section of text (Strong evidence)
Recomm 3D: Teaching students to monitor their comprehension as they read (Strong evidence)
Recomm 4: Providing students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information (Moderate evidence)
Duration: 9-18 weeks

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.
In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A student is identified as having a substantial deficiency in reading if any of the following criteria are met:
◦ The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and at the beginning of the school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
◦ The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the school's approved Comprehensive Evidence-Based Reading Plan and at the beginning of the school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
◦ The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological

awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

For English Language Learners who meet placement criteria, placement in the Developmental Language Arts Through ESOL-Reading Course with additional diagnostic assessments to determine individual needs. Duration: Based on individual student's needs and response to intervention (9-36 weeks)

With each universal screening and progress monitoring assessment, we provide school-level and classroom-level data chat. Students meeting the criteria listed above will be identified as having a substantial deficiency in reading and referred to the problem-solving team for an intervention plan.

Number of times per week interventions are provided:
3-5 times per week
Number of minutes per intervention session:
15-20 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.
Classroom walkthroughs, monitoring of FAST Progress Monitoring, and IXL Indicators of performance on a coordinated progress monitoring system. School-level Leadership Teams, MTSS Teams, ELA Department Teams, and Grade-Level Teams, as part of a PLC, conduct regular data chats to review ongoing progress monitoring data related to core ELA instruction and/or intervention.

What procedures are in place to identify and solve problems to improve the effectiveness of Tier 2 interventions?
Administrators review Learning Walk Data, provide school-based professional learning communities and professional development, provide additional support, and train and follow up on the Instructional Framework to support core curriculum and instruction. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, teachers are supported by the school MTSS Team and meet regularly to review student data, progress, and intervention materials. Additionally, teachers follow the CERP and MTSS guidebook, which indicates that evidence-based materials and instructional practices are available for intervention. If student data does not show progress at a Tier or with a specific intervention material, then adjustments are made (teacher: student ratio; time in intervention; intervention materials; instruction).

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
If student proficiency falls significantly below their peers, and though the student's RtI data may indicate that the gap is closing, it is closing at a rate in which it is impossible to determine when it will close; IXL and/or FAST data reflect the need for additional support. The intervention will be determined in accordance with the next steps captured through data-based problem-solving as a result of Tier 2 RtI meetings.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)
FSA ELA score of 1 and additional data collected such as the following indicates the need for Tier 3 support: Score equivalent of far below grade level across prior year's District progress monitoring ELA Assessments. IEP targeted intervention goals. A score below 4 on the Reading component of ACCESS for ELLs or an IPT score of NES, LES, or IPT Reading and Writing below 32%. Students who received intensive interventions in the previous year and the PST determine if intensive interventions should continue—teacher observation/recommendation based on formal and informal assessments. *Schools should make individual determinations based on multiple data points, including, but not limited to, relevant historical data.

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.

Placement in the Intensive Reading Course with additional diagnostic assessments to determine individual needs. Duration: Based on individual student's needs and response to intervention (9-36 weeks)

For English Language Learners who meet placement criteria, placement in the Developmental Language Arts Through ESOL-Reading Course with additional diagnostic assessments to determine individual needs. Duration: Based on individual student's needs and response to intervention (9-36 weeks)
Achieve 3000 Literacy 5-Step Literacy Plan with Teacher-directed, small group, differentiated, direct and explicit instruction in comprehension and vocabulary utilizing the stretch text. Achieve 3000 Literacy meets strong levels of ESSA Evidence.

The following IES Practice Guide Recommendation(s) also support the program: Providing Reading Interventions for Students in Grades 6-10:
Recomm 1: Building students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
Recomm 3A: Building students' world and word knowledge so they can make sense of the text (Strong evidence)
Recomm 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read (Strong evidence)
Recomm 3C: Teaching students a routine for determining the gist of a short section of text (Strong evidence)
Recomm 3D: Teaching students to monitor their comprehension as they read (Strong evidence) Recomm 4: Providing students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information (Moderate evidence). Duration: Based on individual student's needs and response to intervention (9-36 weeks)

Small group, differentiated, direct, and explicit instruction in passage reading fluency. The following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 6-10:
Recomm 2: Providing purposeful fluency-building activities to help students read effortlessly (Strong Evidence) Duration: Based on individual student's needs and response to intervention (9-36 weeks)

Small group, differentiated, direct and explicit instruction in word reading fluency. The following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 6-10: Recomm 1: Building students' decoding skills so they can read complex multisyllabic words (Strong Evidence) Possible purchase of REWARDS: Short-term reading and writing intervention-(Strong Evidence) Duration: Based on individual student's needs and response to intervention (20+ weeks)

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.
In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A student is identified as having a substantial deficiency in reading if any of the following criteria are met:
◦ The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and at the beginning of the school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;

◦ The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the school's approved Comprehensive Evidence-Based Reading Plan and at the beginning of the school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
◦ The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

For English Language Learners who meet placement criteria, placement in the Developmental Language Arts Through ESOL-Reading Course with additional diagnostic assessments to determine individual needs.
Duration: Based on individual student's needs and response to intervention (9-36 weeks)

With each universal screening and progress monitoring assessment, we provide school-level and classroom-level data chat. Students meeting the criteria listed above will be identified as having a substantial deficiency in reading and referred to the problem-solving team for an intervention plan.

Number of times per week interventions are provided:
3-5 times per week

Number of minutes per intervention session:
15-20 minutes per session

Explain how the effectiveness of Tier 3 interventions are monitored.
Classroom walkthroughs, monitoring of FAST Progress Monitoring, and IXL Indicators of performance on a coordinated progress monitoring system. School-level Leadership Teams, MTSS Teams, ELA Department Teams, and Grade-Level Teams, as part of a PLC, conduct regular data chats to review ongoing progress monitoring data related to core ELA instruction and/or intervention.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
Administrators review Learning Walk Data, provide school-based professional learning communities and professional development, provide additional support, and train and follow up on the Instructional Framework to support core curriculum and instruction. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided(time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, teachers are supported by the school MTSS Team and meet regularly to review student data, progress, and intervention materials. Additionally, schools follow the CERP and MTSS guidebook, which indicates that evidence-based materials and instructional practices are available for intervention. If Student data does not show progress at a Tier or with a specific intervention material, then adjustments are made (teacher: student ratio; time in intervention; intervention materials; instruction).

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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.

Quality professional learning in Berkley Accelerated Schools is an integral part of our framework for teacher effectiveness and student success. It is sustained, intensive, job-embedded, data-driven, and classroom-focused so that school personnel are provided the knowledge and skills necessary to enable all students to succeed in a well-rounded education, meet challenging academic standards, and become productive members of society.

Professional development will continue to be offered in the following areas:
B.E.S.T ELA/Curriculum: Administration and the Leadership Team will continue to offer ongoing professional learning that helps teachers integrate the reading components clearly defined in the B.E.S.T. ELA with the high-quality instructional materials recently adopted for ELA. In coordination with the Department Team, there is ongoing professional learning in evidence-based interventions and instruction for striving readers and English Language Learners.
PLC Collaborative Teams: Systems are in place for teachers to meet collaboratively at least weekly to analyze data, problem-solve, and design learning experiences that meet the needs of all students.
Model Classrooms: Systems are in place to identify and develop model classrooms that meet the following expectations: instruction to match the district instructional framework, which includes providing multiple opportunities for students to read, write, think, and talk through authentic literacy as well as Establishing Purpose, Modeling Thinking, Guided Instruction, Collaborative Learning, and Independent Learning. These will be identified through the regular learning walks. Model classrooms may also be identified through data analysis of student achievement.

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).

After-school tutoring is available twice a week for students in grades 6-10.

7) Family Engagement (Rule 6A-6.053(8)(b)3.o., F.A.C.)

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Students with a substantial reading deficiency can access the Berkley Accelerated Reading at Home Support Plan. The Berkley Accelerated Reading at Home Plan is shared on the school websites. The document is linked on our webpage, and we encourage our teachers to share the resource with their students and families so that they will use it as a tool during parent/teacher conferences. We have added the new state parent resource website, the FDLRs/ UFLI, and New Worlds websites to our school website and will use them as tools for support for teachers and parents.

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

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

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 reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.

		i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

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