

Sarasota County Schools



2022-23 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	7
School Literacy Leadership Teams	9
Professional Development	10
Charter Schools	11
Literacy Coaches	12
District-Level Monitoring of Plan Implementation	15
School-Level Monitoring of Plan Implementation	19
Summer Reading Camp	21
Parent Support through a Read-At-Home Plan	23
Assessment, Curriculum, and Instruction	24
Identification of Students with a Substantial Reading Deficiency	65

Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Cocozza, Catherine Director of Curriculum-High School catherine.cocozza@sarasotacountyschools.net 941-927-9000
Elementary English Language Arts (ELA)	Ellington, Kelly Director of Curriculum-Elementary kelly.ellington@sarasotacountyschools.net 941-927-9000
Secondary ELA	Meckler, Sue Director of Curriculum-Middle School sue.meckler@sarasotacountyschools.net 941-927-9000
Secondary ELA	Cocozza, Catherine Director of Curriculum-High School catherine.cocozza@sarasotacountyschools.net 941-927-9000
Reading Endorsement	KEPHART, KATIE ELA Program Specialist-Elementary katie.kephart@sarasotacountyschools.net 941-927-9000
Reading Endorsement	TACHENY, SARAH ELA Program Specialist-Middle School sarah.tacheny@sarasotacountyschools.net 941-927-9000
Reading Endorsement	Berrios, Kathryn Instructional Facilitator-High School kathryn.berrios@sarasotacountyschools.net 941-927-9000
Reading Curriculum	KEPHART, KATIE ELA Program Specialist-Elementary katie.kephart@sarasotacountyschools.net 941-927-9000
Reading Curriculum	CHESNOFF, HOLLY ELA Program Specialist-Elementary holly.chesnoff@sarasotacountyschools.net 941-927-9000
Reading Curriculum	Shannon, Kristen Program Specialist-Elementary kristen.shannon@sarasotacountyschools.net 941-927-9000
Reading Curriculum	BEECHY, AMY Program Specialist-Elementary amy.beechy@sarasotacountyschools.net 941-927-9000
Reading Curriculum	MASELLI, JENNIFER ELA Program Specialist-Elementary jennifer.maselli@sarasotacountyschools.net 941-927-9000
Reading Curriculum	Conway, Cynthia ELA Program Specialist-High School cynthia.conway2@sarasotacountyschools.net 941-927-9000

Contact	Name, Title, Email, Phone
Professional Development	Asplen, MariEllen Supervisor of Professional Development mariellen.asplen@sarasotacountyschools.net 941-927-9000
Assessment	Cantalupo, Denise Executive Director denise.cantalupo@sarasotacountyschools.net 941-927-9000
Data Element	BUTTERS, LORI Supervisor lori.butters@sarasotacountyschools.net 941-927-9000
Summer Reading Camp	CHESNOFF, HOLLY ELA Program Specialist-Elementary holly.chesnoff@sarasotacountyschools.net 941-927-9000
Third Grade Promotion	Ellington, Kelly Director of Curriculum-Elementary kelly.ellington@sarasotacountyschools.net 941-927-9000
300 Lowest-Performing Elementary Schools	Ellington, Kelly Director of Curriculum-Elementary kelly.ellington@sarasotacountyschools.net 941-927-9000
Multi-Tiered System of Supports (MTSS)	BEECHY, AMY Program Specialist-Elementary amy.beechy@sarasotacountyschools.net 941-927-9000

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The Sarasota County Comprehensive Evidence-Based Reading Plan K-12 is posted on the district website. Literacy Leadership Teams alongside administrators are asked to review and communicate the contents of the CERP to all stakeholders at each school site. Professional Development that pertains to instructional staff is addressed at principal meetings, Professional Learning Communities (PLC), department/team leader meetings, and through district communication. Information regarding the instructional implications of this plan are also presented in Instructional Focus Guides (IFG), the Middle School Intensive Reading One Note notebook, and the SCS Striving Reader Plan/Decision Trees, which are available in our Learning Management System for all staff.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year**Kindergarten - % of Students "Ready" on FLKRS 53%****Previous School Year****Kindergarten - % of Students "Ready" on FLKRS 60%****Describe action steps to meet the district's kindergarten readiness goal.**

The School Board of Sarasota County has a district-wide goal to enhance and expand Early Childhood Education (ECE) and Prekindergarten (PK) programming considerations. The Sarasota County School District has increased the number of available ECE PK by adding four additional classrooms in the 2021-2022 school year and will be adding six more classrooms for the 2022-2023 school year. Additionally, the district is increasing the number of school sites providing ECE PK general education classrooms serving four-year-old students from two elementary schools currently to eight next year, creating additional inclusive education opportunities for PK Students with Disabilities (SWD). Next year, the district will have a total of 49 ECE PK classrooms at 15 of the district's 23 elementary school sites and contracted ECE PK services provided at 5 agency partner sites.

Additionally, the SCS district is working to foster internal and external partnerships, including with the Division of Early Learning (FDOE), the Sarasota Early Learning Coalition (ELC), Children First (Head Start) programs and other stakeholders throughout the community. These partnerships are critical for ensuring the continuation of high-quality implementation of evidence-based practices as aligned with the Florida Early Learning Developmental Standards (FELDS 2017) and are tied to the development of professional learning and supports for all programs. The Florida Department of Education (FLDOE) Division of Early Learning (DEL) has created crosswalks with the FELDS and the new K-2 Benchmarks for Excellence in Student Thinking (B.E.S.T.) standards which will further inform the professional learning offered to PK educators throughout the district. These community partnerships also include specific collaborative action plans for PK to Kindergarten transition throughout the county, including a review of community wide PK progress monitoring data collection and review.

This collaborative work is in direct alignment with Senate Bill 1048 requiring Voluntary PK (VPK) programs to use the Star Early Literacy Assessment to assess VPK students during the first 30 calendar days of the school year VPK program (AP1), mid-year (AP2), and the last 30 calendar days (AP3) of the school year program. The SCS district currently collects progress monitoring data utilizing the Brigance Inventory of Early Development III for students with an Individualized Education Plan (IEP) and to inform the Child Outcome Summary (COS) process for state outcome reporting. During the 2022-2023, the district will work to further align the collection of progress monitoring data for AP1, AP2 and AP3 for PK general education programs district wide. This data will be utilized to ensure that the percentage of students "kindergarten ready" continues to increase leading to improvement in student learning outcomes.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	16	21	29	24	10	14	19	31	25	11
4	14	17	26	24	18	12	15	29	25	19
5	15	21	24	24	15	13	19	27	25	16
6	17	23	20	26	14	15	21	22	27	15
7	22	21	22	19	16	20	19	24	20	17
8	21	19	24	19	17	19	17	26	20	18
9	18	19	22	25	17	16	17	23	26	18
10	22	22	21	22	13	20	20	23	23	14

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For each grade, K-2, increase the percentage of students achieving mid-or-above grade level placement on the end of the year i-Ready diagnostic by 2%. In Kindergarten, the goal increases from 70% to 72%. In First Grade, the goal increases from 63% to 65%. In Second Grade, the goal increases from 58% to 60%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter	\$360,776.00
	FTE	2022-23
		\$360,776.00
		\$0.00
2	Reading coaches assigned to elementary schools	\$0.00
3	Reading coaches assigned to secondary schools	\$0.00
4	Intervention teachers assigned to elementary schools	\$1,103,785.00
	FTE	2022-23
	10.0	\$1,103,785.00
		\$0.00
5	Intervention teachers assigned to secondary schools	\$919,997.81
	FTE	2022-23
	28.0	\$919,997.81
		\$0.00
6	Supplemental materials or interventions for elementary schools	\$0.00

7	Supplemental materials or interventions for secondary schools		\$0.00
8	Intensive interventions for elementary students reading below grade level		\$0.00
9	Intensive interventions for secondary students reading below grade level		\$0.00
10	Professional development		\$0.00
11	Helping teachers earn the reading endorsement		\$0.00
12	Summer reading camps		\$0.00
13	Additional hour for 300 lowest-performing elementary schools		\$290,511.19
		FTE	2022-23
			\$290,511.19
			\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		\$0.00
		Total:	\$2,675,070.00

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

Reading funds are allocated for Reading Recovery Teachers at all elementary schools in Sarasota County. The Reading Recovery teachers are essential to literacy improvement and support for teachers at each elementary school site.

Reading Recovery teachers provide daily, one-on-one reading Interventions to the most at-risk, first grade students. In addition, Reading Recovery teachers provide small group Tier 2 interventions for students in Grades K-3.

These trained teachers also provide professional development and literacy support to all teachers at their school.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

The School Literacy Leadership Team (LLT) requirement is communicated to Principals through the Executive Directors of Elementary and Secondary. This communication may include agenda items at Principal meetings, School Improvement Plan meetings/presentations, fidelity checks between the Executive Directors and Principals, and other communication such as emails.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

The roster of School Literacy Leadership Teams is communicated to the Directors of Curriculum and Instruction (ES, MS, and HS).

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

The Executive Directors of Elementary and Secondary schools, Directors of Curriculum and Instruction (ES, MS, and HS), and ELA Program Specialists are responsible for supporting and monitoring School Literacy Leadership Teams.

Directors of Curriculum and Instruction and ELA Program Specialists will ensure compliance of the Literacy Leadership Teams.

A quarterly feedback from will be submitted by schools and reviewed by Program Specialists at each level. Support and feedback will be provided based on the reports received/requested with identified school-based needs.

Professional Development

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

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

The professional learning in Sarasota County is formed in response to district-wide progress monitoring and to needs assessments at specific school sites.

Some differentiated trainings available to all teachers include: Reading Endorsement Coursework through the University of Florida Literacy Matrix, the “K-12 Awareness Module: Understanding Dyslexia and Other Reading Difficulties” and the FDLRS PDA course, “Exploring Structured Literacy.”

Training will be provided to all teachers to integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies in systematic and explicit approaches through training of our core curriculum resources at each level. Elementary's adopted core curriculum is Benchmark Advance. The Middle School's adopted core curriculum is McGrawHill Study Sync. High School has adopted Savvas My Perspectives as the core curriculum. Ongoing professional learning for these instructional materials will be provided for new teachers and for returning teachers. Initial training for these curriculum resources was offered in the previous school year.

In Elementary, the 2022-2023 Professional Development Trainings will include “A Deeper Dive into the ELA B.E.S.T. Standards, Grades 3-5”, Responding to Reading through Writing (comprehension), Responding to Fluency Needs (fluency), Responding to Running Records (phonics, fluency, and comprehension), Effective Workstations (fluency, phonics, phonemic awareness, vocabulary, comprehension), Early Literacy Best Practices (phonemic awareness, phonics, comprehension), "Foundations of Phonemic Awareness with Heggerty" (phonemic awareness), Launching the First Days of School in ELA (all components), and Best Practices in Word Study and Phonics. These trainings will be offered beginning in Summer of 2022 and also offered during Pre-Planning Week in August 2022

At the secondary level, ongoing professional learning in the implementation of B.E.S.T. standards will continue based on data and teacher feedback. This includes the 6-12 Reading Foundation components. Based on usage and implementation data, high school Reading teachers will receive targeted training on newly released features of Achieve3000 Word Studio to meet the needs of explicit, systematic, and sequential approaches to reading instruction. Further training will be developed on multisensory instruction in high school reading and multisensory intervention strategies. These trainings will be offered during New Teacher Induction and the remainder of the 21-22 school year.

ELA teachers are trained on updates to the K-12 CERP and progress monitoring requirements of the decision trees,

School-based data is continuously reviewed, and schools request support based on needs assessments.

Support may be offered to individual teachers, mentor teachers, and/or teams of teachers. Schools identify professional development needs based on data analysis and progress monitoring of various types (i.e. assessments, walkthroughs).

Professional Development for school leaders will include Teaching Reading Foundations provided by our district's State Regional Literacy Directors. Elementary Principals will participate "Deeper Understanding of Benchmark Advance", our core curriculum, provided by ELA Program Specialists. Secondary Principals will participate in trainings with teachers when offered and will also be given overviews of the training during Principal meetings as needed.

District ELA Program Specialists will continue to work with school administrators and school-based Instructional Facilitators to identify mentor teachers and establish model classrooms.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement.

The professional development requirements are conveyed to principals through frequent communication by Directors of Curriculum and Instruction (ES, MS, HS).

ELA Program Specialists meet regularly with school-based administrators and teachers to discuss needs and provide support as requested. Instructional Facilitators have been assigned to all Title 1 Elementary Schools, Middle schools, and High schools to provide student-centered support and professional learning for teachers in the areas of foundational reading skills, content area reading, and disciplinary literacy.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

The Supervisor of Professional Development, Executive Directors, Directors of Curriculum, and ELA Program Specialists support administrators with fulfilling each requirement of professional learning monitoring to ensure compliance. The district's Professional Development system keeps record of those in attendance at trainings as well as through surveys, Professional Learning Community notes, and other reports.

The Executive Directors of Curriculum are responsible for following up with individual principals if professional development requirements aren't being met. The Executive Directors are also responsible for communicating with district staff (ELA Program Specialists or Directors of Curriculum) if support is needed at an individual school.

Charter Schools

Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

Yes

Literacy Coaches

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- experience as successful classroom teachers;
- knowledge of evidence-based reading research;
- special expertise in quality reading instruction and infusing reading strategies into instruction;
- data management skills;
- strong knowledge base in working with adult learners;
- excellent communication skills; and
- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

We do not utilize Literacy Coaches in Sarasota County. Program Specialists and Instructional Facilitators are available at all levels to address reading needs. K-12 ELA Program Specialists hold reading endorsement and/or reading certification, have experience as successful classroom teachers, and have knowledge of evidence-based reading research.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

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

Is the district using the Just Read, Florida! coaching model?

No

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Not applicable

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

Not applicable

Who at the district level is supporting and monitoring coach time and tasks?

Not applicable

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

Not applicable

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

Not applicable

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
i-Ready	K-8	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Running Records	K-5	Progress Monitoring	Oral Language, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Mondo Oral Language	Kindergarten	Progress Monitoring	Oral Language	Annually
District Developed Assessment	Kindergarten	Progress Monitoring	Phonics	3 x A Year
District Developed Assessment	Kindergarten	Progress Monitoring	Phonological Awareness, Phonics	3 x A Year
District Developed Assessment	Kindergarten	Screener	Oral Language	Annually
Heggerty Phonemic Awareness Quick Checks	K-1	Progress Monitoring	Phonological Awareness, Phonics	3 x A Year
Core Phonics Survey	1-2	Progress Monitoring	Phonics	3 x A Year
Oral Reading Fluency (ORF)	1-5	Progress Monitoring	Fluency	3 x A Year
Benchmark Advance Interim Reading Assessments	K-5	Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Benchmark Advance Writing Interim Assessments	2-5	Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Diagnostic Assessment of Reading	Students in 6-8 who demonstrate a need in foundational reading skills based on I-Ready Data	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Achieve 3000	All students in an Intensive Language Arts Course (students who demonstrated a need in reading Interventions)	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
Diagnostic Reading Assessment	Students who are demonstrating a need in Foundational Reading Skills based on Achieve 3000 data	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency	Quarterly
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

Directors of Curriculum (ES, MS, HS) ensure that the plan is implemented at each school site. The oversight of the plan, support, and follow up is provided by district ELA Program Specialists, school-based Literacy Leadership Teams, and Principals.

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

Benchmark Advance, an evidence-based, instructional core resource, was chosen by the Elementary ELA Textbook Adoption Committee. Benchmark Advance includes systematic and explicit foundational skills based on the Science of Reading and Structured Literacy and is implemented by all elementary teachers.

Frameworks for the K-5 curriculum have been designated by district ELA Program Specialists. Master schedules have allowed ELA Instructional blocks of 90-120 minutes with a separate intervention time at all elementary schools. Elementary school Principals will ensure that instruction is effectively being implemented through walkthroughs and collaboration in common planning time/PLCs.

The core resources used in Intensive Language Arts (ILA) courses at the secondary level were elected because they are evidence-based. The use of the resources and the alignment to quality instructional practice (systematic and explicit) will be monitored with classroom walkthroughs and collaboration in common planning time/PLCs.

Support will be deemed necessary by progress monitoring, school-based requests, and/or State requirements.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

In elementary, a Tier 1 Targeted Progress Monitoring Data Collection Form is utilized by teachers at each grade level (K-5). Grade level teams meet through PLCs to problem solve about Tier 1 data and determine differentiated instruction for classes, grade levels, and schools. Conversations around data at PLCs will ensure that instruction is targeting the needs of students and used to differentiate reading instruction.

At secondary, data chats with classroom teachers and school leaders, classroom walkthroughs, PLC visits and review of lesson plans will be used to ensure formative assessment data is used to differentiate reading instruction. Secondary Intensive Language Arts teachers use student/teacher data chats and goal setting to monitor progress and differentiate learning based on need. ILA teachers plan

for small group and one-to-one instruction to ensure individual needs are met. Core curriculum resources ensure differentiation for student and teacher use.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

At the elementary level, the implementation of the Benchmark Advance Curriculum offers connections between literacy and other content areas. All content area teachers have been trained on the ELA B.E.S.T. standards as a means to incorporate ELA standards into all content areas. Program Specialists across content areas collaborate to design effective resources and methods which incorporate writing in response to reading in all contents. Grant funds were used to purchase titles from the FL Civics Literacy List. These books will be integrated with units of our core curriculum.

At the secondary level, district and school-based professional development with a focus on disciplinary literacy and content area reading is offered. Teachers are encouraged to use grade-level text, and provide opportunities for students to hear the text read to them before they read on their own, pre-teach strategic vocabulary words, and chunk longer text into smaller parts. Strategies like Argument Driven Inquiry and Document Based Questioning are also promoted in Social Studies and Science classes to ensure literacy strategies are being embedded into content area instruction.

How are concerns communicated if the plan is not being implemented to meet the needs of students?

Executive Directors of Elementary and Secondary schools meet with leadership at individual school sites to discuss concerns and develop a plan of action.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

Information and updates are collected annually to make appropriate modifications to the CERP and provide support as necessary.

District Program Specialists and Executive Directors at each level gather feedback and input from LLT, which is made up of teachers and administrative teams to review the CERP.

The district plan is to increase professional development opportunities for Principals by providing training on scientifically based reading research and evidence-based practices related to all components of reading. This will support administrators as they guide the work of PLC teams in terms of planning effective instruction to meet the needs of all students and support our core curriculum resources.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

Schools will use the District's Progress Monitoring Spreadsheet for elementary and Microsoft FORMS surveys for secondary to collect implementation data from teachers.

School administrators will conduct ongoing data chats with teachers to ensure feedback and adherence to the components of the reading plan. Administrators work with school-based Literacy Leadership Teams to monitor and ensure effective implementation and plan for additional support and professional development. Principals will utilize the literacy walkthrough tool to ensure effective implementation of the components within the CERP.

ELA Program Specialists review progress monitoring data and instructional strategies used in the classroom throughout the implementation of the plan based on frequency of data collection.

Who at the district level supports effective implementation?

Instructional Facilitators, ELA Program Specialists, and Directors of Curriculum at each level support effective implementation of the Reading Plan.

What process is in place to identify areas in need of improvement for effective implementation?

School-based leadership works with the district and school-based data dashboards to identify areas of need of improvement for effective implementation.

Data provided by Microsoft FORMS surveys, walkthrough data, and PLC and collaborative planning team visits will be used to generate appropriate professional learning opportunities, which will be planned with the school's LLT, Instructional Facilitators, and ELA Program Specialists.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Administrators have been trained on using the Microsoft Forms walkthrough tool to collect data about literacy instructional practices. This tool records feedback and provides teachers and LLT a means of creating a productive and effective implementation.

The school based LLT (including administrators and Instructional Facilitators) will review the data that is collected to determine plans for support, including needed professional learning, as well as recognize, celebrate, and replicate success.

School-based administrators and LLTs will conduct ongoing discussions to review data gathered from the Literacy walkthrough tool and other forms of progress monitoring, align the data to effective instructional practices, and determine next steps for professional learning needs.

Who at the district level supports effective implementation?

Directors of Curriculum at each level will support the effective implementation of the literacy walkthrough tool.

What process is in place to identify areas in need of improvement for effective implementation?

School-based leadership works with the data provided by ELA Program Specialists and the district data dashboards to identify areas of need of improvement for effective implementation.

Weekly walkthroughs conducted by school administrators will be used to identify areas in need. These areas will be followed up by school-based administrators, who will offer feedback to teachers to ensure improvement for effective implementation. Teachers will also use PLCs and LLT meetings to address any areas that need improvement to ensure effective implementation.

Data collected through Microsoft Forms surveys will be used to generate appropriate professional development which will be planned with the schools' LLT and District ELA Program Specialists.

Use of data to determine interventions and support needs of students - Part C

What process is in place to ensure effective implementation?

Teachers will follow the Sarasota County Schools' Decision Trees to determine a focus for individual student needs. Interventions will be determined based on the data collected from the assessments described in the Decision Trees and through classroom-based formative assessments. School-based administrators have ongoing conversations through data chats with teachers who have students receiving intensive reading intervention to ensure the appropriate steps are taken. In addition, Common Planning Teams, PLCs, SWST, and CARE teams all support data driven interventions and make decisions about the student response to interventions. Administrators will provide additional support as needed to ensure the necessary steps are followed.

Who at the district level supports effective implementation?

ELA Program Specialists and Directors of Curriculum at each level support interventions decided by PLCs and Common Planning Teams. In addition, the District and School Pupil Support team also assists in ensuring effective implementation of MTSS.

What process is in place to identify areas in need of improvement for effective implementation?

To identify areas which need improvement for effective implementation, Principals work with the data provided by district dashboards, collaborative PLC teams, Instructional Facilitators, and ELA Program Specialists.

Collaborative teams within a PLC will address any areas that need improvement to ensure effective implementation. PLC visits and walkthroughs by administrators are conducted to identify areas for improvement.

Data from district dashboards, input from collaborative teams, and ELA Program Specialists as well as walkthrough data will be used to generate appropriate, responsive professional learning, which will be planned by school LLT, Instructional Facilitators, and Program Specialists.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

No

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

Summer Reading Camp will begin June 6, 2022 and end July 21, 2022 with a one week break July 4-7. It will be offered Monday-Thursday from 8:30-1:30 (5 hours per day). Human Resources made every effort to staff Summer Reading Camp with teachers who are currently evaluated as highly effective and are reading endorsed/certified. Due to staffing shortages, some positions are filled with teachers who are not endorsed in reading. The curriculum resources were designed around evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Materials include Making Words, Word Study Word Sorts, and Analogy Charts for phonemic awareness and phonics. Ready LAFS Lessons for specific standards are utilized and include: Tools for Comprehension and Tools for Instruction Lessons based on standards and writing tasks that are in response to reading. Vocabulary materials include selected "Shades of Meaning" routines and "Greek and Latin Roots" routines. All materials were compiled and vetted by district ELA Program Specialists. A daily lesson plan example with the evidence-based materials can be found here: https://sarasotacountyschools-my.sharepoint.com/:w:/g/personal/a060351_sarasotacountyschools_net/EYOcUhE8natDm_LWqIR2tj8Bn_VygAPDq3LmPjAvVUD7dw?e=fY8dR7

Teachers of Summer Reading Camp were trained by District's Program Specialists on the evidence-based instruction methods listed on the daily lesson plan. Tier 1 Progress Monitoring data from Spring 2022 will be compared to Tier 1 Progress Monitoring End of Summer for measurable progress as well as SAT 10 Scores.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

No

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

Does not apply

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

234

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

100%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Family Engagement through a Read-At-Home Plan

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home.

Sarasota County Schools Read-At-Home Plan is shared with parents of students identified with a substantial deficiency in Reading. This plan is shared with parents at parent-teacher conferences, CARE meetings, and linked to the Sarasota County Schools Parent Resource section of the District website (<https://www.sarasotacountyschools.net/Page/4648>) and the Sarasota County Schools Reading Excellence website (<https://scsreadingexcellence.weebly.com/>). Guidance has been shared with teachers and administrators of how to personalize this document for families to use at home for additional support.

Sarasota County School District has many community partnerships to strengthen support with families. Some of these entities include: The Sarasota Community Foundation, The Patterson Foundation, Suncoast Campaign for Grade Level Reading, The Gulf Coast Community Foundation, and The Barancik Foundation.

Sarasota County Schools utilize House Bill Three's partnership with the New World Reading Program for students in grades K-5 with reading deficiencies to receive books, which are shipped to their homes.

Who at the district is responsible for monitoring this requirement?

Elementary Curriculum Directors and Elementary Program Specialists are responsible for monitoring this requirement.

Assessment, Curriculum, and Instruction

Requirements - Part A

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

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The District supports and monitors implementation by providing literacy block frameworks, model lesson plan examples, assessment calendars with common assessments and progress monitoring, an Instructional Focus Guide (IFG), and specific Reading strategies to support Tier 1 Reading instruction. This Tier 1 model of instruction includes whole group evidence-based and differentiated small-group instruction in order to meet individual student needs.

Professional learning is provided by ELA Program Specialists, Instructional Facilitators, and Reading Recovery teachers based on needs assessment data from progress monitoring. Principals also view walkthrough data, lesson plans, and elicit conversations about professional learning needs, which are reported to the district when guidance is needed.

Who at the district is responsible for supporting and monitoring this requirement?

Directors of Curriculum and ELA Program Specialists are responsible for supporting and monitoring this requirement.

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

Adopted core curriculum resources contain texts that are used to increase students' background knowledge and literacy skills in Social Studies, Science, and the Arts. Lesson plan examples, Instructional Focus Guide (IFG) resources, and professional development that supports this implementation is also available to all teachers. ELA Program Specialists and Instructional Facilitators work with teams during PLCs to support and monitor implementation.

Who at the district is responsible for supporting and monitoring this requirement?

Directors of Curriculum and Program Specialists are responsible for supporting and monitoring this requirement.

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

The Sarasota County School District supports and monitors implementation by providing sample lesson plans, IFG resources, and strategies to support readers through professional learning. Professional development is provided by ELA Program Specialists and Instructional Facilitators. These specialists and facilitators work with teams during common planning times as well as offerings beyond the duty day.

Principals view lesson plans, data, and report to the district any need for guidance.

Who at the district is responsible for supporting and monitoring this requirement?

Directors of Curriculum and ELA Program Specialists are responsible for supporting and monitoring this requirement.

Florida's Revised Formula For Success - Part B

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The District aligns K-12 Reading instruction with Florida's Revised Formula for Success using data informed instruction along with research-based interventions and instructional practices (see decision trees for evidence), which are supported by What Works Clearinghouse (WWC) or align with the proven research strategies of Institute of Education Sciences (IES) practice guides.

All teachers have training in MTSS to include problem solving around data in PLCs, progress monitoring documentation, tiered interventions, and other responses to instruction.

In addition, Secondary Intensive Language Arts teachers will have training in the six components of reading and progress monitoring interventions to support striving readers.

All this information and the evidence behind the materials are in the Decision tree section, which has not yet been submitted.

How does the district support and monitor implementation?

The district supports and monitors implementation with updates at Principal meetings, school-based walkthroughs, problem-solving with teams of teachers and specialists at schools, and data reviews with Principals and teachers.

Who at the district is responsible for supporting and monitoring this requirement?

Directors of Curriculum and ELA Program Specialists are responsible for supporting and monitoring this requirement.

Assessment/Curriculum Decision Trees - Part C

Requirements

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 the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- 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. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1

Core Instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Grade Levels: Elementary (K-5)**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Scored a level 3 or above on the 2021-2022 FSA in ELA. and/or i-Ready Diagnostic Assessment indicates student is meeting grade level expectations and the student is adequately responding to Tier 1 instruction

THEN TIER 1 Only**Core Curriculum**

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

K-5: Benchmark Advance is our core curriculum for ELA in Sarasota County Schools. Components of Benchmark Advance along with various supplemental materials are utilized to provide comprehensive reading instruction that is aligned to Florida's B.E.S.T. standards. The curriculum provides print rich, systematic approaches to instruction, and promotes differentiated, responsive instruction. Professional learning and materials have been provided and will continue to be provided to support the use of high-quality whole group and small group instruction during the ELA block, which ensures instruction is scaffolded and specifically targeted to meet varying student needs. Benchmark Advance Florida maximizes the potential of every student, builds knowledge within and across grade levels by having common units, is aligned to the science of reading research and meets all strands and expectations (Foundations, Reading, Vocabulary, and Communication) of Florida's B.E.S.T. state standards. The impact of Benchmark Advance has promising evidence in successful, student outcomes. In districts that use Benchmark Advance in California, Colorado, Michigan, and Minnesota, there has been a 2.5 x growth in proficiency for students using the program between the 2017 and 2018 state test administrations. In a California school district with approximately 25,000 students, the growth rate in students reaching proficiency was 4.65% compared to 1.39% in districts not using Benchmark Advance as their core program. Please see link below to Benchmark Advance's District Research example and ESSA evidence.

Progress Monitoring**Assessment & Frequency**

i-Ready (K-5, 2 x a year)
 Benchmark Advance Interim Assessments
 (K-2, 3 x a year, 3-5 2 x a year)
 Benchmark Advance Writing Interim Assessments
 (grades 2-5, 2-3 x a year)
 F.A.S.T.-Cambium (3-5, 3 x a year)
 F.A.S.T.-STAR (K-2, 3 x a year)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Sufficient progress towards reaching grade level reading expectations (i.e. instructional text level via Running Records, demonstration of grade level reading and writing standards on Interim Assessments and grade level writing rubrics.

i-Ready Scores:
 Above 335-Grade K
 Above 391-Grade 1
 Above 441 Grade 2
 Above 486-Grade 3

Grade Levels: Elementary (K-5)**Progress Monitoring**

Above 519-Grade 4

Above 543-Grade 5

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Inadequate progress towards grade level reading expectations:

i-Ready Scores:

Below 336-Grade K

Below 392-Grade 1

Below 443-Grade 2

Below 488-Grade 3

Below 520-Grade 4

Below 545-Grade 5

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction is monitored through the Elementary Progress Monitoring Data Spreadsheet, data chats with administrators with individual teachers, Grade Level PLCs, LLTs, and literacy walkthroughs performed by administrators and ELA Program Specialists.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

At the district level, the Executive Director of elementary in collaboration with the Director of Elementary Curriculum and the Elementary ELA Program Specialists will be responsible for the fidelity of Tier 1 instruction and its effectiveness. This is monitored through standards-aligned curriculum materials and PLCs comprised of individual school teams and teachers in which problem-solving occurs focused on Tier 1 instruction. School-based administrators are also responsible for Tier 1 effectiveness as monitored through PLCs, lesson plans, and literacy walkthroughs. Quantitative and qualitative data is gathered and analyzed to identify trends in Tier 1 effectiveness. Root cause analysis and student work analysis are performed to target problem areas. When instruction practice is a possible root cause to the effectiveness of Tier 1, the curriculum team works to design professional development and PLC planning/problem-solving opportunities with teams of teachers to address the specific instructional area of concern.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of the Tier 1 curriculum is monitored through data analysis of student results on Tier 1 i-Ready diagnostics, Running Records, Benchmark Advance Interim Assessments, and formative assessments from the District Required Tier 1 progress monitoring spreadsheet. Classroom observation data is also gathered and analyzed by school teams and the district's Curriculum and Instruction program specialists.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

At the district level, quantitative and qualitative data is gathered from district-monitored assessments (Benchmark Interim Assessments, i-Ready Diagnostics, and Running Records) to analyze and identify trends in Tier 1 instruction's effectiveness. Instructional Focus Guides for each grade level are designed and updated, which provide resources to teachers to support the effectiveness of the Tier 1

Grade Levels: Elementary (K-5)

curriculum. The elementary ELA Program Specialists often lead teams of teachers with data analysis problem-solving and planning next steps for Tier 1 instruction.

How is instruction provided to students who receive instruction through distance learning?

Does not apply

[enter grade levels]

Grade Levels: Middle School (6-8)**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Scored a level 3 or above on the 2021-2022 FSA in ELA.

THEN TIER 1 Only**Core Curriculum**

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Middle School-The core curriculum used in middle school is McGraw Hill's Studysync. EdReports, a widely respected independent K-12 curriculum review organization, evaluated Studysync and rated it with strong evidence across all three gateways: Text Quality and Complexity, Building Knowledge, and Usability.

Progress Monitoring**Assessment & Frequency**

F.A.S.T. Progress Monitoring (6-8. 3 x a year)

i-Ready (6-8, 2 x a year)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Sufficient progress towards reaching grade level reading expectations as evidenced on i-Ready:

i-Ready Scores:

Above 590-Grade 6

Above 600-Grade 7

Above 610-Grade 8

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Inadequate progress towards grade level reading expectations:

i-Ready Scores:

Below 590-Grade 6

Below 600-Grade 7

Below 610-Grade 8

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction is monitored through data chats with administrators, PLCs, and individual teachers as well as observations and walkthroughs by administration and district ELA Program Specialists.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

At the district level, the Executive Director of secondary schools in collaboration with the Directors of Curriculum and the ELA Program Specialists at each level will be responsible for the fidelity of Florida Standards alignment. School-based administrators are also responsible. Progress is monitored through trainings, PLCs, lesson plans, and classroom walkthroughs.

Quantitative and qualitative data is gathered and analyzed to identify trends. Root cause analysis are performed to target problem areas. When instruction is a possible root cause to the effectiveness of

Grade Levels: Middle School (6-8)

Tier 1, the curriculum team works to design professional development to address the specific instructional area of concern.

High quality professional development is offered various ways to support improving reading instruction throughout the district.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 curriculum is monitored through data analysis of students results on the state progress monitoring tool, i-Ready diagnostics and standards mastery as well as formative assessments by school level teams and the district's Curriculum and Instruction team. Classroom data is also gathered and analyzed by school teams and the district's Curriculum and Instruction team.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

The focus for the 22-23 school year will be revisiting the middle school instructional framework based on Fisher and Frey's Gradual Release of Responsibility Model. This research-based, high-impact teaching method will drive the development and implementation of strong, engaging lessons designed to meet the needs of all Tier 1 learners. PLCs will review student outcomes and develop interventions or reteaching strategies leading to completion of the problem-solving cycle. In addition, there are Instructional Focus Guides (IFGs) for English Language Arts on Blackboard that all teachers can access and utilize. The IFGs have resources and information to support the effectiveness of the Tier 1 curriculum.

How is instruction provided to students who receive instruction through distance learning?

Does not apply

Grade Levels: High School: (9-12)**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Scored a level 3 or above on the 2021-2022 FSA in ELA.

THEN TIER 1 Only**Core Curriculum**

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

High School- Savvas-My Perspectives- shows promising evidence from ESSA. The textbook is the core instruction in high school language arts classrooms. According to Jem & R, LLC, students using myPerspectives achieved significant growth on the Measure of Academic Progress and achieved accelerated learning gains compared to the MAP norm group. Growth was in all 6 strands: informational text, literacy text, vocabulary acquisition/use, grammar usage, writing conventions and mechanics and writing strategies.

Progress Monitoring**Assessment & Frequency**

Standards based benchmark progress monitoring:

F.A.S.T (3 x a year)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Sufficient progress towards reaching grade level reading expectations evidenced by FSA equivalent score as reported by F.A.S.T.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Inadequate growth as measured by FSA equivalent score as reported by F.A.S.T.

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction is being monitored through data chats with administrators, PLCs, and individual teachers. Data is derived from F.A.S.T. assessments, common assessments based on standards, and formative classroom data. Observations and walkthroughs by administration and ELA Program Specialists also help monitor Tier 1 instruction's effectiveness.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

At the district level, the Executive Director of secondary schools in collaboration with the Directors of Curriculum and the ELA Program Specialists at each level will be responsible for the fidelity of Florida Standards alignment. School-based administrators are also responsible. Progress is monitored through trainings, PLCs, lesson plans, and classroom walkthroughs.

Quantitative and qualitative data is gathered and analyzed to identify trends. Root cause analysis is performed to target problem areas. When instruction is a possible root cause to the effectiveness of Tier 1, the curriculum team works to design professional development to address the specific instructional area of concern. High quality professional development is offered various ways to support improving reading instruction throughout the district.

Grade Levels: High School: (9-12)

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 curriculum is monitored through data analysis of student results on Tier 1 diagnostics, benchmark and formative assessments by school level teams, and the district's Curriculum and Instruction team. Classroom observation data is also gathered and analyzed by school teams and the district's Curriculum and Instruction team

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

Analysis of Reading benchmark data, lesson plans, PLCS visits, and classroom walkthroughs help to identify and improve the effectiveness of the Tier 1 curriculum. Quantitative and qualitative data (both teacher created and district created) is gathered and analyzed to identify trends. There are Instructional Focus Guides (IFGs) for English Language Arts on Blackboard that all teachers can access and utilize. The IFGs have resources and information to support the effectiveness of the Tier 1 curriculum.

How is instruction provided to students who receive instruction through distance learning?

Does not apply

Tier 2

Supplemental Instruction/Intervention:

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: Elementary (K-5)**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

i-Ready diagnostic data indicates that the student is performing two levels below in Reading, and/or the student is demonstrating intensive reading needs in core instruction and requires further problem-solving and responsive attention

Scored a Level 1 or Level 2 on the previous year's FSA in ELA

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Elementary Comprehensive Reading Interventions:

Leveled Literacy Interventions (LLI)

Routines and Practices indicated on

Sarasota County School's Reading Excellence Website

Assessment & Frequency

Assessment:

Running Records

Frequency:

At minimum every 2 weeks

Performance Criteria to discontinue Tier 2 interventions

Mastery of grade level reading expectations

i-Ready Scale Score Data based on Grade level:

336 or above-Kindergarten

392 or above- Grade 1

443 or above- Grade 2

488 or above- Grade 3

520 or above- Grade 4

545 or above- Grade 5

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Moderate progress of grade level reading expectations

i-Ready Scale Score Data based on Grade Level:

below 336-Kindergarten

below 392-Grade 1

below 443-Grade 2

below 488-Grade 3

below 520-Grade 4

below 545- Grade 5

Performance Criteria that prompts the addition of Tier 3 interventions

Inadequate progress of grade level reading expectations

i-Ready Scale Score Data based on Grade level

below 321-Kindergarten

below 366- Grade 1

below 413-Grade 2

below 451-Grade 3

Grade Levels: Elementary (K-5)**Progress Monitoring**

below 485-Grade 4
below 513-Grade 5

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

Elementary: Oral Language

Programs/Materials/Strategies:

Intentional Use of One-to-One Conversations and Small Group Language Instruction including use of Oral Language Strategies, Oral Language Lessons, Turn and Talk, and Oral Language and Writing Lessons found on the Sarasota County School's Reading for Excellence Website.

Assessment & Frequency

Assessment:

Mondo Oral Language Screener

Oral Language Sentence Probes

Frequency:

At minimum every 2 weeks

Performance Criteria to discontinue Tier 2 interventions

Kindergarten:

At mid-year, the student scores above 4 on the Mondo Screener

1st Grade:

At the beginning of the year, the student scores 8 or above on the Mondo screener.

2nd Grade or above:

The student scores mastery (13-15) on the Mondo Screener.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Kindergarten:

At mid-year, the student scores a 0-4 on the Mondo screener.

1st grade:

At the beginning of the year, the student scores less than 8 on the Mondo screener.

2nd grade or above:

If the student scores less than 15 on the Mondo screener.

Performance Criteria that prompts the addition of Tier 3 interventions

The addition of Tier 3 interventions is prompted If progress monitoring data does not show trends of improvement or when given the Mondo screener, the scores do not improve.

Consultation with the school wide support team including the SLP and ESOL liaison should take place prior to Tier 3.

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

Elementary: Phonological Awareness

Programs/Materials/Strategies

Heggerty Phonological Awareness (Grades K-1)

Heggerty Phonological Awareness Bridge the Gap (Grades 2-5) focused on

Syllable Isolation, Phoneme Segmentation, First Sound Isolation, and Phoneme Blending

(all found on SCS Reading Excellence Website)

layered with

Multi-Sensory Instructional Strategies such as: Elkonin Boxes/Sound Boxes, Mirror Practice, Tapping

Grade Levels: Elementary (K-5)**Progress Monitoring**

Sounds, Rhyming, Say it-Move It, and Syllable Awareness
(all found on SCS Reading Excellence Website)

Assessment & Frequency

Assessment: Heggerty Screener
Frequency: At minimum every 2 weeks

Performance Criteria to discontinue Tier 2 interventions

Mastery of Grade Level Phonological Awareness as evidenced on Heggerty Phonological Awareness Screener indicating a score above 80% or at the proficient level.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Moderate progress as evidenced on Heggerty Phonological Awareness Screener indicating a score of 80% or below or in the developing range.

Performance Criteria that prompts the addition of Tier 3 interventions

Inadequate progress as evidenced on Heggerty Phonological Awareness Screener indicating a score of 80% or below or in the beginning range.

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

Elementary: Letter Recognition
Programs/Materials/Strategies
Heggerty Phonological Awareness
Benchmark Advance Phonics Skill Bags
Targeted Word Study Routines (i.e. Words Their Way, Jan Richardson Word Study Routines) layered with multi-sensory strategies such as alphabet letter cards and textures (all found on SCS Reading Excellence Website)

Assessment & Frequency

Assessment: Letter Identification Screener
Frequency: At minimum every 2 weeks

Performance Criteria to discontinue Tier 2 interventions

Kindergarten: If the student knows more than 40 letters, upper and lowercase at mid-year
1st Grade: If at the beginning of the year, the student knows more than 48 letters, upper and lowercase.
2nd Grade or above: If the student knows all letters upper and lowercase

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Kindergarten: If the student knows less than 40 letters, upper and lowercase at mid-year
1st Grade: If at the beginning of the year, the student knows less than 48 letters, upper and lowercase.
2nd Grade or above: If student knows less than 52 letters, upper and lowercase.

Performance Criteria that prompts the addition of Tier 3 interventions

If inadequate progress as evidenced on the Letter Identification screener indicates a score of:
Kindergarten: If student knows less than 40 upper and lowercase at mid-year
1st Grade: If student knows less than 48 letters upper and lowercase at the beginning of the year.
2nd Grade or above: If student knows less than 52 letters, upper and lowercase.

Grade Levels: Elementary (K-5)**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Elementary: Phonics

Programs/Materials/Strategies:

Benchmark Advance Phonics Skill Bags

Leveled Literacy Intervention (LLI)

Additional Targeted Word Study Routines (i.e. Words Their Way, Jan Richardson Word Study Routines) layered with multi-sensory strategies such as Phoneme Grapheme Mapping, Word Building, Word Sorts, Textures, Syllables, Alphabet Letter Cards, Change One Letter, Consonant Blends, Hide and Seek, Ladders, Short or Long, Concentration (all found on SCS Reading Excellence website)

Assessment & Frequency

Assessment: Portion of CORE Phonics Survey based on targeted skill focus, Running Records, word lists focused on targeted skill, fluency practice with decodable texts that focus on the targeted skill focus, and Quick Phonics Assessment (QPA).

Frequency: At minimum every 2 weeks

Performance Criteria to discontinue Tier 2 interventions

Grades K-5:

Mastery of grade level phonics as evidenced on i-Ready (see scores above) or the CORE Phonics Survey or Quick Phonics Assessment (QPA), indicating a score above 80% or the benchmark proficient level.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Grades K-5:

Moderate progress of grade level phonics as evidenced on the CORE phonics survey or QPA indicating a score in the strategic range.

Performance Criteria that prompts the addition of Tier 3 interventions

Grades K-5:

Inadequate progress of grade level phonics as evidenced on the CORE phonics survey or QPA indicating a score in the intensive range.

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

Elementary: Fluency

Programs/Materials/Strategies:

Benchmark Advance Core Curriculum Texts

Leveled Literacy Intervention (LLI), Instructional level and grade level text fluency routines from Benchmark Advance core curriculum layered with Phrasing Support, Sight Word Routines, Reader's Theater, Repeated Readings/Partner Reads, Sight Word songs, Expression Lessons, Oral Reading Fluency lesson, Phrasing and Expression (all found on SCS Reading Excellence Website)

Assessment & Frequency

Assessment: Oral Reading Fluency Probes from i-Ready

Frequency: At minimum every 2 weeks

Performance Criteria to discontinue Tier 2 interventions

Grades K-5:

Mastery of grade level fluency expectations according to grade level as evidenced on Running

Grade Levels: Elementary (K-5)**Progress Monitoring**

Records or Oral Reading Fluency Probes. Students' words read per minute should exceed the 50th percentile of fluency norms for the grade level.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Grades K-5:

Moderate progress of grade level fluency expectations as evidenced on Running Records and/or Oral Reading Fluency Probes. Students words read per minute are reaching the 50th percentile of fluency norms, but have not exceeded that benchmark. These students have proven a deficit has not been identified in Phonics and/or Phonological Awareness.

Performance Criteria that prompts the addition of Tier 3 interventions

Grades K-5:

Inadequate progress of grade level fluency expectations as evidenced on Running Records and/or Oral Reading Fluency Probes. Students words read per minute are below the 50th percentile of fluency norms. These students have proven a deficit has not been identified in Phonics and/or Phonological Awareness.

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

Elementary: Comprehension

Programs/Materials/Strategies:

Benchmark Advance ACT Now

Benchmark Advance Targeted Intervention for Comprehension

Leveled Literacy Intervention (LLI), targeted self-monitoring and close reading strategies (based on identified areas of need) using a balance of instructional level and grade-level text, Benchmark Advance targeted intervention skills for comprehension layered with graphic organizers, mental imagery, tableau, accountable talk, reading art, sequence of events, cause and effect, and making inferences (all found on the SCS Reading Excellence Website)

Assessment & Frequency

Assessment: Running Records, Retelling Rubrics, and Benchmark Quick Checks for Targeted Intervention

Frequency: At minimum every 2 weeks

Performance Criteria to discontinue Tier 2 interventions

Grades K-5:

Mastery of grade level comprehension expectations according to grade level as evidenced by i-Ready scale scores (see above), Running Records, or scoring 80% or above on Benchmark Advance Interim Assessments.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Grades K-5:

Moderate progress of grade level comprehension expectations according to grade level as evidenced by i-Ready scale scores (see above), Running Records, or scoring below 70% on Benchmark Advance Interim Assessments.

Performance Criteria that prompts the addition of Tier 3 interventions

Grades K-5:

Inadequate progress of grade level comprehension expectations according to grade level as

Grade Levels: Elementary (K-5)**Progress Monitoring**

evidenced by i-Ready scale scores (see above), Running Records, or scoring below 70% on Benchmark Advance Interim Assessments.

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

Elementary: Vocabulary

Programs/Materials/Strategies:

Instructional and Grade Level Text

Benchmark Advance Targeted Intervention for Comprehension with a focus on Vocabulary strategies

Benchmark Advance ACT Now

Leveled Literacy Intervention (LLI), additional Benchmark Advance vocabulary routines and strategies layered with morphology practice, word mapping, password, total physical response, multiple meaning words practice, base words and prefixes, bases words and affixes (all found on SCS Reading Excellence Website)

Assessment & Frequency

Assessment: Determine the meaning of Tier 2 and Tier 3 vocabulary words within text using strategies

Frequency: At minimum every 2 weeks

Performance Criteria to discontinue Tier 2 interventions

Grades K-5:

Mastery of grade level comprehension expectations according to grade level as evidenced by i-Ready scale scores, Running Records, or scoring 70% or above on benchmark Advance Interim Assessments.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Grades K-5:

Moderate progress of grade level comprehension expectations according to grade level as evidenced by i-Ready scale scores, Running Records, or scoring below 70% on benchmark Advance Interim Assessments.

Performance Criteria that prompts the addition of Tier 3 interventions

Grades K-5:

Inadequate progress of grade level comprehension expectations according to grade level as evidenced by i-Ready scale scores, Running Records, or scoring below 70% on benchmark Advance Interim Assessments.

Number of times per week intervention provided

2-5 times per week

Number of minutes per intervention session

20-30 minutes based on the differentiated student intervention plan

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Grade Levels: Elementary (K-5)

The Executive Directors, ELA Program Specialists, administrators, SWST Teams, grade level teams, and individual teachers will be responsible for the fidelity of interventions. Professional Development is offered to teachers to support the problem-solving process of Tier 1, Tier 2, and Tier 3 instruction ensuring that evidence-based interventions are taking place. Through PLCs and SWST meetings, the fidelity and effectiveness of Tier 2 interventions is evaluated and possibly altered depending on the student's response to intervention as evidenced through data analysis. Grade Level Decision Trees and a Progress Monitoring Guidance document is given to instructors to plan for and modify the effectiveness of Tier 2 reading interventions.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Each intervention listed above has reported as showing moderate to strong evidence by What Works Clearinghouse. All programs, materials, and strategies are grounded in strong pedagogy for teaching and learning. Student data is always closely monitored to provide strong evidence of the identified programs, materials, and strategies.

Leveled Literacy Intervention, Benchmark Advance, and Heggerty all show moderate to strong evidence. According to the What Works Clearinghouse Educator Practice Guide "Foundational Skills To Support Reading for Understanding in Kindergarten to 3rd Grade, developing awareness of the segments of sounds in speech and how they link to letters (recommendation 2) is an evidence-based strategy. These practices were found to show "STRONG EVIDENCE," meaning that they have significant positive impact on student early reading achievement. Merging meaningful professional development and resources for these evidence-based recommendations are executed systematically and with fidelity, providing greater benefit to students. The Heggerty resource mentioned earlier teaches students to recognize and manipulate segments of sound in speech and teaching students letter-sound relations. By providing students with these activities to support our Tier 1 Curriculum, we can see STRONG evidence of gains.

Benchmark Advance Phonics Skill Bags: According to the What Works Clearinghouse Educator Practice Guide "Foundational Reading Skills to Support Reading for Understanding in Grades K-3" investing instructional time for "developing awareness of segments and sounds and speech and how they link to letters" (Recommendation 2) and to "teach sounds to decode words, analyze word parts and write and recognize words" (Recommendation 3) are evidence-based strategies. These practices were found to show "STRONG EVIDENCE," meaning that they have significant positive impact on student early reading achievement. Additionally, the What Works Clearinghouse also confirms the importance of "ensuring that each student reads connected texts every day to support reading accuracy, fluency, and comprehension" (recommendation 4). This practice demonstrates "MODERATE EVIDENCE." Merging meaningful professional development for these evidence-based recommendations with strongly aligned resources and teacher materials increases the likelihood that these practices are executed with fidelity, providing greater benefit to students.

The instructional guidance and materials provided with the Benchmark Phonics Skill Bags (StartUp, BuildUp, SpiralUp) are intentional in their explicit, systematic scope and sequence for research-based phonics instruction. Within each 5-day instructional sequence, or "skill bag", students are given multiple opportunities to learn sounds, spelling patterns, or morphological word parts (respective to level), apply these skills to a connected decodable text, and practice encoding/writing using the acquired skill. All three levels have routines intended to further support fluency and automaticity with applying the learned decoding skill(s).

The materials requested allow teachers to implement recommendations 2, 3 and 4 from the What Works Clearinghouse Educator Practice Guide "Foundational Reading Skills to Support Reading for Understanding in Grades K-3" with increased fidelity and effectiveness. They support students (and

Grade Levels: Elementary (K-5)

teachers of those students) in the early stages of reading acquisition while scaffolding students to more advanced levels of literacy.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Does Not Apply

Grade Levels: Middle School (6-8)**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Scored below grade level on the prior year's Reading FSA or has documentation via teacher recommendation, progress monitoring performance (i.e. F.A.S.T., i-Ready) that indicated a need.

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Small group instruction with high quality feedback focusing on fewer high priority reading skills during lessons and scheduling multiple and extended instructional sessions. Materials include i-Ready Toolbox, i-Ready grade level support, and the district adopted core curriculum, MGH Studysync.

Assessment & Frequency

Assessment: i-Ready

Frequency: 2 x per year

Performance Criteria to discontinue Tier 2 interventions

Assessment scores have reached the level of progress for grade level expectations as evidenced by i-Ready scale scores.

i-Ready Scores:

Above 590-Grade 6

Above 600-Grade 7

Above 610-Grade 8

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Assessment scores have moderate progress toward grade level expectations as evidenced by i-Ready scale scores.

i-Ready Scores:

Below 590-Grade 6

Below 600-Grade 7

Below 610-Grade 8

Performance Criteria that prompts the addition of Tier 3 interventions

Assessment scores have inadequate progress toward grade level expectations as evidenced by i-Ready scale and state reading assessment scores.

i-Ready Scores:

Below 590-Grade 6

Below 600-Grade 7

Below 610-Grade 8

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

Scaffolding-break the grade level reading into small parts and teacher-led think alouds, questioning, and modeling for specific deficits in comprehension, vocabulary, and fluency. Materials include i-Ready and district adopted curriculum, MGH Studysync.

Assessment & Frequency

Assessment: i-Ready

Frequency: 2 x per year

Grade Levels: Middle School (6-8)

Progress Monitoring

Performance Criteria to discontinue Tier 2 interventions

Assessment scores have reached the level of progress for grade level expectations as evidenced by i-Ready scale scores.

i-Ready Scores:

Above 590-Grade 6

Above 600-Grade 7

Above 610-Grade 8

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Assessment scores have moderate progress toward grade level expectations as evidenced by i-Ready scale scores.

i-Ready Scores:

Below 590-Grade 6

Below 600-Grade 7

Below 610-Grade 8

Performance Criteria that prompts the addition of Tier 3 interventions

Assessment scores have inadequate progress toward grade level expectations as evidenced by i-Ready scale and state reading assessment scores.

i-Ready Scores:

Below 590-Grade 6

Below 600-Grade 7

Below 610-Grade 8

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Reteaching and differentiation using i-Ready Toolbox and i-Ready Grade Level Support

Assessment & Frequency

Assessment: i-Ready

Frequency: 2 x per year

Performance Criteria to discontinue Tier 2 interventions

Assessment scores have reached the level of progress for grade level expectations as evidenced by i-Ready scale scores.

i-Ready Scores:

Above 590-Grade 6

Above 600-Grade 7

Above 610-Grade 8

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Assessment scores have moderate progress toward grade level expectations as evidenced by i-Ready scale scores.

i-Ready Scores:

Below 590-Grade 6

Below 600-Grade 7

Below 610-Grade 8

Grade Levels: Middle School (6-8)**Progress Monitoring****Performance Criteria that prompts the addition of Tier 3 interventions**

Assessment scores have inadequate progress toward grade level expectations as evidenced by i-Ready scale and state reading assessment scores.

i-Ready Scores:

Below 590-Grade 6

Below 600-Grade 7

Below 610-Grade 8

Number of times per week intervention provided

Intervention is provided 3-5 times per week.

Number of minutes per intervention session

10-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

At the district level, the Executive Director of secondary schools in collaboration with the Directors of Curriculum and Instruction and the ELA and ELL Program Specialists will be responsible for the fidelity of interventions. Pupil Support personnel support the whole child as well as their academic needs. Teams of administrators and district leaders will be participating in professional learning to enhance their skills at recognizing appropriate interventions. Through instructional rounds, teams will visit classrooms throughout the district and visit PLCs to monitor fidelity and effectiveness of Tier 2 interventions. Grade level Decision Trees are given to each instructor to plan for and modify the effectiveness of Tier 2 reading interventions.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Each intervention has reported as showing strong evidence of assisting readings via What Works Clearinghouse. All programs, materials, and strategies are research-based and have strong evidence of effectiveness. Programs, materials, and strategies are grounded in strong pedagogy for teaching and learning. Student data is always closely monitored to provide strong evidence and support the use of identified programs, materials, and strategies. Intensive individualized interventions for struggling readers show strong evidence according to What Works Clearinghouse. I-ready meets ESSA evidence-based requirements and show moderate evidence requirements.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Does not apply

Grade Levels: High School (9-12)**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Scored below grade level on the prior year's available Reading FSA or has documentation via teacher recommendation, progressing monitoring performance (ex. F.A.S.T, formative assessment) that indicates a need.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

High School: Vocabulary

Explicit and Systematic Interventions and Multi-Sensory Instructional Strategies:
ies/What Works Clearinghouse Practice Guides
layered with

Morphology, SIMS Word Mapping, Context Clues, Word Parts, Frayer Model.

Assessment & Frequency

Assessment: Curriculum based vocabulary assessments

Frequency: Monthly

Performance Criteria to discontinue Tier 2 interventions

75% or higher on MyPerspectives Assessments

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

75% or below on MyPerspectives Assessments

Performance Criteria that prompts the addition of Tier 3 interventions

Inadequate progress on F.A.S.T assessments and scoring below 70% on MyPerspectives Assessment

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

High School: Comprehension

Explicit and Systematic Interventions from ies/what Works Clearinghouse Practice Guides

Small group instruction with high quality feedback focusing on fewer high priority reading skills during lessons and scheduling multiple and extended instructional sessions to target student's area of need

Pre-teaching essential words for understanding, understanding question types, accountable talk & collaboration, graphic organizers, semantic organizers, metacognition strategies.

Assessment & Frequency

F.A.S.T. (3 x a year)

Curriculum based assessment (monthly)

USA Test Prep (as needed)

Performance Criteria to discontinue Tier 2 interventions

F.A.S.T equivalent score of level 3 or above

USA Test Prep data of 75% or higher

Grade Levels: High School (9-12)

Progress Monitoring

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

F.A.S.T equivalent score of level 3 or above

USA Test Prep data that indicated insufficient progress towards grade level standards (below 75%)

Performance Criteria that prompts the addition of Tier 3 interventions

USA Test prep data below 75% and state reading assessment that indicated inadequate progress towards grade level reading expectations (level 2 or below)

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

High School: Fluency

Explicit and Systematic Interventions and Multi-Sensory Instructional Strategies from *What Works Clearinghouse Practice Guides*

Readers' Theater, Repeated Readings/Partner Read

Assessment & Frequency

Assessments: Curriculum texts

FAIR Toolkit probes

BEST Standards Oral Reading Fluency Rubrics

Frequency: monthly

Performance Criteria to discontinue Tier 2 interventions

Fluency measure of 146 WCPM or higher.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Fluency measure of 122 WCPM or higher.

Performance Criteria that prompts the addition of Tier 3 interventions

Fluency measure of 91 WCPM or below.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Scaffolding-break the grade level reading into small part and teacher-led think alouds, questioning, and modeling for specific deficits in comprehension, vocabulary, and fluency utilizing USATP and district-adopted textbook, Florida Perspectives.

Assessment & Frequency

Assessment: USA Test Prep

Frequency: monthly

Performance Criteria to discontinue Tier 2 interventions

USA Test Prep data that indicates mastery in specific tested standard (75% or above).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

USA Test Prep data that indicates insufficient progress towards grade level standards (below 75%).

Performance Criteria that prompts the addition of Tier 3 interventions

USA Test prep data -below 75% and state reading assessment below level 2

Grade Levels: High School (9-12)**Number of times per week intervention provided**

3-5 x weekly

Number of minutes per intervention session

10-30 minutes per intervention session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

At the district level, the Executive Director of secondary schools in collaboration with the Directors of Curriculum and Instruction and the ELA and ELL Program Specialists (at each level) will be responsible for the fidelity of interventions. Pupil Support personnel support the whole child as well as their academic needs. Teams of administrators and district leaders will be participating in professional learning to enhance their skill in recognizing appropriate interventions. Through instructional rounds, teams will visit classrooms throughout the district and visit PLCs to monitor fidelity and effectiveness of Tier 2 interventions. Grade level Decision Trees are given to each instructor to plan for and modify the effectiveness of Tier 2 reading interventions.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Programs, materials, and strategies are grounded in strong pedagogy for teaching and learning. Savvas Curriculum holds promising evidence. USATP has evidence based studies that illustrate moderate and promising evidence. Student data is always closely monitored to provide strong evidence support the use of the identified programs, materials, and strategies. Intensive individualized interventions for struggling readers show strong evidence according to What Works Clearinghouse. The strategies used are in alignment with the following IES Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; 4: Routinely use a set of comprehension-building practices to help students make sense of the text (Part 3A. Build students' world and world knowledge so they can make sense of the text; Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; Part 3C. Teach students a routine for determining the gist of a short section of text; and Part 3D. Teach students to monitor their comprehension as they read), Strong Evidence; and 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, Promising Evidence. The district will support and monitor implementation of this program by performing frequent walkthroughs and practice guidance in explicit and multisensory instructional practices, including several ongoing opportunities for professional learning to include opportunities for content area teachers to strengthen their practice on understanding the science of reading and how to support word recognition strategies.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Does not apply.

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Grade Levels: Elementary (K-5)**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

If i-Ready diagnostic data indicates that the student is performing two levels below in Reading and/or the student is demonstrating intensive reading needs in core instruction and requires further attention. In addition, if a student scored below a level 2 on the previous year's Reading FSA.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Elementary: Comprehensive Reading Interventions

Programs/Materials/Strategies:

Reading Recovery (grade 1)

Benchmark Advance targeted intervention materials for Phonological Awareness, Phonics, Fluency, Concepts of Print, and Comprehension

Assessment & Frequency

Assessments:

Running Records

Benchmark Advance Quick Checks for Phonological Awareness, Phonics, Fluency, Concepts of Print, and Comprehension

Frequency: Weekly

Performance Criteria to discontinue Tier 3 interventions

Assessment indicates a passing score to successfully discontinue Reading Recovery and assessments for each targeted area have reached the level of achievement for Tier 2 only and are evidenced through i-Ready.

i-Ready:

Above 336-Kindergarten

Above 392- Grade 1

Above 443- Grade 2

Above 488- Grade 3

Above 520- Grade 4

Above 545- Grade 5

Performance Criteria indicating continuation of Tier 3 interventions

Inadequate progress of grade level reading expectations as evidenced through i-Ready.

i-Ready

Below 321- Kindergarten

Below 366- Grade 1

Below 413- Grade 2

Below 451- Grade 3

Below 485- Grade 4

Below 513- Grade 5

Performance Criteria that prompts intensified Tier 3 interventions

i-Ready data or other assessment data indicates inadequate progress towards the student's reading deficit.

i-Ready

Below 321- Kindergarten

Below 366- Grade 1

Grade Levels: Elementary (K-5)**Progress Monitoring**

Below 413- Grade 2
 Below 451- Grade 3
 Below 485- Grade 4
 Below 513- Grade 5

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Elementary: Oral Language

Programs/Materials/Strategies:

Interventions to be determined in partnership with the school-wide support team including the SLP and ESOL liaison.

Assessment & Frequency

Assessment: Oral language sentence probes OR portions of the Mondo Oral Language Screener

Frequency: Weekly

Performance Criteria to discontinue Tier 3 interventions

Mastery level has been achieved for the oral language as indicated on the Mondo Oral Language Screener.

Performance Criteria indicating continuation of Tier 3 interventions

If progress monitoring data does not show trends of improvement or when given the Mondo screener, the scores do not improve.

Performance Criteria that prompts intensified Tier 3 interventions

Mondo Oral Language Screener and weekly progress monitoring indicates inadequate progress towards the student's oral language deficit.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Elementary: Phonological Awareness

Prgrams/Materials/Strategies:

Benchmark Advance Targeted Interventions for Phonological Awareness layered with intensified skill practice including strategies of Sound boxes, Say-It/Move-It, Mirror practice, Rhyming activities, syllable awareness, Tapping Sounds, Syllable Isolation, Phoneme Segmentation, Phoneme Blending, Initial Sound Isolation

Assessment & Frequency

Assessment: Heggerty Phonological Awareness Screener, Benchmark Advance Quick Checks for Phonological Awareness

Frequency: Weekly

Performance Criteria to discontinue Tier 3 interventions

Student scores 80% or above or in the proficient range as measured on the Heggerty Phonological Awareness Screener. *Student would need to make sure all areas of Phonological Awareness have met the proficient range, not just the targeted entry level skill.

Performance Criteria indicating continuation of Tier 3 interventions

Moderate progress as evidenced on Heggerty Phonological Awareness Screener indicating a score of 80% or below or in the developing range.

Grade Levels: Elementary (K-5)**Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

Inadequate progress towards the students' phonological awareness deficit indicating a score of 80% or below or in the beginning range on the Heggerty Phonological Awareness Screener.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Elementary: Letter Recognition

Programs/Materials/Strategies:

Benchmark Advance Targeted Intervention for Letter Recognition, Elkonin boxes, Letter Cards

Assessment & Frequency

Assessment: Letter Identification Screener

Frequency: Weekly

Performance Criteria to discontinue Tier 3 interventions

Student would demonstrate mastery of letter identification for the grade level.

Kindergarten: Student knows more than 40 letters, upper and lowercase at mid-year.

1st Grade: Student knows more than 48 letters, upper and lowercase.

2nd Grade or Above: Student knows more than 52 letters, upper and lowercase at mid-year.

Performance Criteria indicating continuation of Tier 3 interventions

Inadequate progress as evidenced on letter identification screener.

Kindergarten: If the student knows less than 40 letters, upper and lowercase at mid-year.

1st Grade: If at the beginning of the year, the student knows less than 48 letters, upper and lowercase.

2nd Grade or Above: Student knows less than 52 letters, upper and lowercase.

Performance Criteria that prompts intensified Tier 3 interventions

Inadequate progress as evidenced on letter identification screener.

Kindergarten: If the student knows less than 40 letters, upper and lowercase at mid-year.

1st Grade: If at the beginning of the year, the student knows less than 48 letters, upper and lowercase.

2nd Grade or Above: Student knows less than 52 letters, upper and lowercase.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Elementary: Phonics

Programs/Materials/Strategies:

Benchmark Advance Targeted Intervention for Phonics layered with intensified skill practice of Phoneme Grapheme Mapping, Word Building, Word sorts, Textures, Syllables, Alphabet Letter Cards, Change one Letter, Consonant Blends, Hide and Seek, Ladders, Short or Long?, and Concentration

Assessment & Frequency

Assessment: Running Records, Benchmark Advance Quick Checks for Phonics, Quick Checks for Phonics Skill focused assessment from CORE Phonics Survey

Frequency: Weekly

Performance Criteria to discontinue Tier 3 interventions

Excellent progress in skill deficit area of phonics. Student scores 80% or above in the benchmark range as measured on the CORE Phonics Survey.

Grade Levels: Elementary (K-5)**Progress Monitoring****Performance Criteria indicating continuation of Tier 3 interventions**

Inadequate progress of grade level phonics as evidenced on the CORE Phonics Survey. Student would need to make sure all areas of Phonics have met the benchmark range, not just the targeted entry level skill.

Performance Criteria that prompts intensified Tier 3 interventions

i-Ready data or other assessment data indicates inadequate progress towards the student's phonics deficit.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Elementary: Fluency

Programs/Materials/Strategies:

Benchmark Advance Targeted Intervention for Fluency layered with intensified skill practice that could include phrasing support, sight word routines, Reader's Theater, Repeated Readings/Partner Reads, Expression, Oral Reading Fluency Lessons, Phrasing and Intonation.

Assessment & Frequency

Assessment: Running Records, i-Ready Oral Reading Fluency Formatives

Frequency: Weekly

Performance Criteria to discontinue Tier 3 interventions

Excellent progress in skill deficit area of fluency. Student scores at the 50th percentile or above according to Oral Reading Fluency norms.

Performance Criteria indicating continuation of Tier 3 interventions

Inadequate progress of grade level fluency expectations according to grade level as evidenced on Running Records and/or Oral Reading Fluency probes. Students words per minute are reaching the 50th percentile of fluency norms, but have not exceeded that benchmark. These students have proven a deficit has not been identified in Phonics and/or Phonological Awareness.

Performance Criteria that prompts intensified Tier 3 interventions

i-Ready data or other assessment data indicates inadequate progress towards the student's fluency deficit.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Elementary: Comprehension

Programs/Materials/Strategies:

Practice goals and strategies from ies practice guides layered with intensified skill practice using graphic organizers, mental imagery, Tableau, accountable talk, Inferences, cause and effect, and sequencing. Benchmark Education ACT Now books are primary resource.

Assessment & Frequency

Assessment: ACT Now wrap up/check for understanding and/or checking your understanding Quick Checks for Comprehension skill focused assessment.

Frequency: Weekly

Performance Criteria to discontinue Tier 3 interventions

Excellent progress in skill deficit area of comprehension. Student scores 70% or above on

Grade Levels: Elementary (K-5)**Progress Monitoring**

Benchmark Interim Assessments or scores in the proficient range of grade level reading levels as indicated on Running Records and/or i-Ready scores.

Performance Criteria indicating continuation of Tier 3 interventions

Inadequate progress of grade level comprehension expectations according to grade level as evidenced by i-Ready scale scores, Running Records, or scoring below 70% on Benchmark Advance Interim Assessments.

Performance Criteria that prompts intensified Tier 3 interventions

i-Ready data or other assessment data indicates inadequate progress towards the student's comprehension deficit.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Elementary: Vocabulary

Programs/Materials/Strategies:

Benchmark Advance Targeted Intervention for Comprehension with a vocabulary focus layered with intensified skill practice including a focus on Morphology, Word Mapping, Total Physical Response, Multiple Meaning Words, Base Words and Prefixes, Vocabulary Routines, Base Word and Affixes.

Assessment & Frequency

Assessment: Benchmark Advance Quick Checks for Comprehension with vocabulary focus and/or other skill focused assessment

Frequency: Weekly

Performance Criteria to discontinue Tier 3 interventions

Mastery of grade level comprehension expectation according to grade level as evidenced by i-Ready scale scores, Running Records, or scoring 70% or above on Benchmark Advance Interim Assessments.

Performance Criteria indicating continuation of Tier 3 interventions

Inadequate progress of grade level comprehension expectations according to grade level as evidenced by i-Ready scale scores, Running Records, or scoring below 70% on Benchmark Advance Interim Assessments.

Performance Criteria that prompts intensified Tier 3 interventions

i-Ready data or other assessment data indicates inadequate progress towards the student's vocabulary deficit.

Number of times per week intervention provided

Elementary students will receive Tier 3 interventions four to five times per week.

Number of minutes per intervention session

Elementary students will receive at minimum an additional 10 minutes beyond the Tier 2 Intervention.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Grade Levels: Elementary (K-5)

The Executive Directors, Curriculum Directors, ELA Program Specialists, school administrators, SWST Teams, grade level teams, and individual teachers will be responsible for the fidelity of interventions. Professional Development is offered to teachers to support the problem-solving process of Tier 1, Tier 2, and Tier 3 instruction ensuring that evidence-based interventions are taking place and aligned with core curriculum instruction. By utilizing the Decision Trees, the targeted assessments provide the teacher with the goals for the Tier 3 intervention based on specific skill deficits. Through PLCs and SWST meetings, the fidelity and effectiveness of Tier 3 interventions is evaluated and possibly altered depending on the response to intervention as evidenced through data analysis. Grade Level Decision Trees and a Progress Monitoring Guidance document is given to instructors to plan for and modify the effectiveness of Tier 3 interventions.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Based on the findings from What Works Clearinghouse and other research, the procedures and materials for Tier 3 exhibit strong evidence of student improvement. Programs, materials, and strategies are grounded in strong pedagogy for teaching and learning. Student data is closely monitored to provide strong evidence to support the use of the identified programs, materials, and strategies.

Reading Recovery: i-Ready: Benchmark Advance, and ACT NOW Comprehension all show moderate to strong evidence.

According to the What Works Clearinghouse Educator Practice Guide "Improving Reading Comprehension in K-3 Grade," there are five prominent recommendations for improving the comprehension of young readers. The teacher support, lesson design, and resources included in Benchmark's "Accessing Complex Text" (ACT Now!) books align to each of these five recommendations. However, the resource emphasizes work with the practices outlined in recommendation 1 and 2, as described below.

According to WWC, there is STRONG EVIDENCE for the practice of "Teach(ing) students how to use reading comprehension strategies" (Recommendation 1). The practice guide specifically refers to strategies such as Questioning, Visualizing, Summarizing, Monitoring, and Clarifying.

While all of these strategies are spiraled within the progression of instruction using ACT, there is consistent and regular guided support with summarizing important information as a staple of each lesson.

Recommendation 2 states that instructors should teach early readers to "identify and use the text's organizational structure to comprehend, learn, and remember content." This practice has MODERATE EVIDENCE according to studies summarized in the WWC practice guide. Within the ACT Now program, each lesson asks readers to answer the question, "How Does the Text Work?" These questions invite students to take the text apart to deepen their understanding, with a focus on vocabulary, text structure, and author's craft.

Furthermore, the ACT now resources heavily rely on, and engage students with, high yield strategies. For example, three of the most pertinent strategies have effect size significantly beyond .4: repeated reading (.67), annotating (.63), and meaningful discussion (.82).

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Does not apply

Grade Levels: Middle School (6-8)**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Scored below a level 2 on the prior year's Reading FSA

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Programs/Materials/Strategies

Rewards (for students reading below a grade 3 reading level (9-12 weeks)

Just Words (for students reading at a K-2 level for entire year)

i-Ready READY books for Intensive Reading students allow for annotations of text, chunking and scaffolding to build fluency, vocabulary, and comprehension.

Common Lit 360-digital platform that provides grade level text based on theme related texts. Text can be printed as well. This tool was piloted last year and both teachers and students found it beneficial in improving student engagement and building reading stamina for our most reluctant readers.

Scaffolding provided to support on grade level reading with success in building fluency, vocabulary, and comprehension.

Assessment & Frequency

Assessment: i-Ready

Frequency: 2 x a year

Performance Criteria to discontinue Tier 3 interventions

Student scores a level 2 or above on state reading assessment.

Performance Criteria indicating continuation of Tier 3 interventions

Student is making inadequate progress as evidenced on i-Ready:

Below 590-Grade 6

Below 600- Grade 7

Below 610-Grade 8

Performance Criteria that prompts intensified Tier 3 interventions

i-Ready data or other assessment data indicates inadequate progress towards the student's reading deficit.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Middle School-Phonics

Programs/Materials/Strategies:

Explicit instruction on six syllable types including sorting, reading, and understanding syllable rules layered with strategies such as: Phoneme Grapheme Mapping, Sound Boxes, Word building, Word Sorts, Word Chains/Word Families, Word Attack, Nonsense Words, and targeted spelling practice.

Assessment & Frequency

Assessment: Segmenting Probe, Blending Probe, Decodable Word Lists, Spelling Inventory, and Florida assessments for Instruction in Reading-Phonics Screening

Frequency: 3-4 weeks or as needed

Performance Criteria to discontinue Tier 3 interventions

Student scores a level 2 or above on the state reading assessment

Grade Levels: Middle School (6-8)**Progress Monitoring****Performance Criteria indicating continuation of Tier 3 interventions**

Student is making inadequate progress as evidenced on i-Ready:

Below 590-Grade 6

Below 600- Grade 7

Below 610-Grade 8

Performance Criteria that prompts intensified Tier 3 interventions

i-Ready data or other assessment data indicates inadequate progress towards the student's phonics deficit.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Middle School: Fluency

Programs/Materials/Strategies:

Strategies such as: Timed Repeated Readings, Audio Assisted Readings, Student-adult Readings, Reader's Theater, Partner Reading, and Choral Reading.

Assessment & Frequency

Assessment: Oral Reading Fluency Probes, Fluency Assessment in Rewards

Frequency: 3-4 weeks or as needed

Performance Criteria to discontinue Tier 3 interventions

Increased improvement with a passing score on the fluency assessment (above 80%).

Performance Criteria indicating continuation of Tier 3 interventions

Inadequate improvement on the fluency assessment (below 80%).

Performance Criteria that prompts intensified Tier 3 interventions

Data indicates inadequate progress towards the student's fluency deficit.

Number of times per week intervention provided

Middle school students will receive Tier 3 interventions 4-5 times per week.

Number of minutes per intervention session

Middle school students will receive Tier 3 interventions 20-50 times per week.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The Executive Directors and Curriculum Directors, ELA Program Specialists, administrators, SWST Teams, grade level teams, and individual teachers will be responsible for the fidelity of interventions. Professional Development is offered to teachers to support the problem-solving process of Tier 1, Tier 2, and Tier 3 instruction ensuring that evidence-based interventions are taking place and aligned with core the core curriculum and instruction. By utilizing the decision trees, targeted assessments provide the teacher with the goals for the Tier 3 intervention. Through PLCs and SWST meetings, the fidelity and effectiveness of Tier 3 interventions is evaluated and possibly altered depending on the response to intervention as evidenced through data analysis.

Grade Levels: Middle School (6-8)

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Based on the findings from What Works Clearinghouse, the procedures and materials exhibit strong evidence of student improvement. All programs, materials, and strategies are research-based and have strong evidence of effectiveness. Programs, materials, and strategies are grounded in strong pedagogy for teaching and learning. Student data is always closely monitored to provide strong evidence , support the use of the identified programs, materials, and strategies.

Rewards meets the criteria for strong evidence as defined by ESSA.

As the word-study component of the intensive Wilson Reading System® program, the Just Words has strong ESSA Level 4 evidence.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Does not apply

Grade Levels: High School (9-12)**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Scored a level 1 on previous year's FSA

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

High School: Comprehension and Vocabulary

Intensive Reading class that provides immediate corrective feedback while providing small group, scaffolded instruction that is individualized for the reading deficit utilizing Achieve 3000, or FAIR Toolkit

Strategies include:

- Pre-teaching essential words for understanding,
- understanding question types,
- accountable talk & collaboration,
- graphic organizers,
- semantic organizers,
- metacognition strategies
- use of stretch texts

Assessment & Frequency

Assessment: Achieve 3000

Frequency: Monthly

Performance Criteria to discontinue Tier 3 interventions

Student scores a level 2 or above on state reading assessment

Performance Criteria indicating continuation of Tier 3 interventions

Achieve 3000 data indicates inadequate progress towards the student's reading deficit:

below 775 Grade 9

below 830 Grade 10

below 950 Grade 11 and 12

Performance Criteria that prompts intensified Tier 3 interventions

Achieve 3000 data indicates inadequate progress towards the student's reading deficit

below 775 for grade 9

below 830 Grade 10

below 950 Grade 11 and 12

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

High School: Phonics

Programs/Materials/Strategies:

Achieve 3000 Word Studio lessons or teacher created based on FCCR <https://fccr.org/student-center-activities/fourth-and-fifth-grade> and/or National Center on Intensive Intervention<https://intensiveintervention.org/implementation-intervention/literacy-lessons>

- Explicit instruction on 6 syllable types including sorting, reading, and understanding syllable rules.
- Phoneme Grapheme Mapping
- Sound Boxes
- Word building

Grade Levels: High School (9-12)

Progress Monitoring

- Word Sorts
- Word Chains/Word Families
- Word Attack
- Non-Sense Words
- Spelling

Assessment & Frequency

Assessments:

Segmenting Probe

Blending Probe

Decodable Word List

Spelling inventory

Florida assessments for Instruction in Reading-Phonics Screening Inventor Blackline Masters

Frequency: Weekly

Performance Criteria to discontinue Tier 3 interventions

Increased improvement with a passing score on the phonics assessment (80% or above)

Performance Criteria indicating continuation of Tier 3 interventions

Inadequate progress on the phonics assessment (Below 80%)

Performance Criteria that prompts intensified Tier 3 interventions

Screening data shows little to no improvement or when student's Inadequate progress on the phonics assessment (Below 80%)

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

High School: Fluency

Programs/Materials/Strategies:

Timed repeated readings

Audio assisted readings

Student-adult Reading

Reader's Theater

Partner Reading

Choral Reading

Assessment & Frequency

Assessments:

Oral Reading Fluency probe

Achieve the Core

Fluency Packets

Scaffolded Discussion Templates

Frequency: Weekly

Performance Criteria to discontinue Tier 3 interventions

Fluency measure of 122 WCPM or higher

Performance Criteria indicating continuation of Tier 3 interventions

Fluency measure of 90 WCPM or higher

Grade Levels: High School (9-12)**Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

Fluency performance shows little to no improvement or inadequate improvement on the fluency assessment

Number of times per week intervention provided

4-5 x per week

Number of minutes per intervention session

20-30 minutes per intervention session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The Director of Curriculum and Instruction at secondary, and the Director of Research and Assessment will have access to the data. As they meet with individual school principals, they will include this in their discussions. At the district level, the Executive Director of secondary schools in collaboration with the Directors of Curriculum and Instruction and the ELA and ELL Program Specialists will be responsible for the fidelity of interventions. Pupil Support personnel support the whole child as well as their academic needs. Teams of administrators and district leaders will be participating in professional learning to enhance their skill in recognizing appropriate interventions. Through instructional rounds, teams will visit classrooms throughout the district. All teachers have access to their grade level Decision Tree as well as sample strategies for Tier3 interventions.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Based on the findings from What Works Clearinghouse, the procedures and materials exhibit strong evidence of student improvement. All programs, materials, and strategies are research-based and have strong evidence of effectiveness. Programs, materials, and strategies are grounded in strong pedagogy for teaching and learning. Student data is always closely monitored to provide strong evidence support the use of the identified programs, materials, and strategies. Achieve 3000 demonstrates positive impact on student reading achievement. ESSA recognizes the programs for demonstrating strong evidence of efficacy based on results from third-party randomized controlled study.

Achieve3000 does not meet strong, moderate or promising levels of evidence for grades 9-12; however, the following IES Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; 4: Routinely use a set of comprehension-building practices to help students make sense of the text (Part 3A. Build students' world and world knowledge so they can make sense of the text; Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; Part 3C. Teach students a routine for determining the gist of a short section of text; and Part 3D. Teach students to monitor their comprehension as they read), Strong Evidence; and 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to

Grade Levels: High School (9-12)

complex ideas and information, Promising Evidence. The district will support and monitor implementation of this program by performing frequent walkthroughs and practice guidance in explicit and multisensory instructional practices, including several ongoing opportunities for professional learning. In preparation for the foundational focus of the BEST standards in 9-12, Reading teachers were trained by the district and SRLD in implementation of phonics and decoding skills for multisyllabic words as well as the integration of Word Studio (explicit, sequential phonics lessons) within Achieve. Reading teachers with the lowest level 1 students will receive training during teacher pre-week specific to the scaffolding and supports within the BOOST platform of Achieve, as well as implementation strategies for multisensory interventions. All Reading teachers will be pulled at pre-defined times (3 times) for a structured data analysis professional learning to ensure teachers analyze and utilize their student data. Further training will continue with phonics and vocabulary related instruction on an individualized basis for teachers.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Does not apply

Identification of Students with a Substantial Reading Deficiency

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 kindergarten through grade 3 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 beginning in 2022-2023 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 district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 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.

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

The District uses diagnostic data and teacher observations to initially identify students with a substantial deficiency in reading. School-Wide Support Team (SWST) meetings are used to monitor and support students who do not have an IEP in place. CARE meetings are used to monitor and support students who have an active IEP.

In Elementary, students are identified as a Striving Reader or as having a substantial reading deficiency based on i-Ready diagnostic data. If i-Ready indicates that the student is performing two or more grade levels below in Reading, the student scores a level 1 on Florida Standards Assessment ELA, and/or the student is demonstrating intensive reading needs in core instruction and requires further attention. Explicit and systematic intensive interventions including multi-sensory strategies must be provide for all the students identified as Striving Readers or having a substantial reading deficiency.

In Secondary, students are identified as a striving reader if they scored a level 1 on the Florida Standards Assessment (ELA) for more than 3 years or if they are demonstrating intensive reading needs in Tier 1 instruction. If a student has scored a Level One of the ELA portion of the Florida Standards Assessment, these students will receive Tier 2 intervention in an ELA course and Tier 3 Intervention (i.e., ILA). Any students who scores a Level 2 on the ELA Florida Standards Assessment will have tier two interventions in a content area course, which consists of explicit instruction in content area reading strategies, small group instruction, and grade appropriate progress monitoring. For level 1 students, a Lexile level is used to determine comprehension level. If a student is below a 875L fluency, the Florida Assessments for Instruction in Reading Scaffolded Discussion Templates are administered. Students above a 875L will have the Florida Assessments for Instruction in Reading Academic Word Inventory administered to assess vocabulary acquisition.