



Comprehensive Evidence-Based Reading Plan

2024-2025

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district’s comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submission to the Department by August 1 for approval.

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, and curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including School Administrators, Literacy Leadership Teams, Literacy Coaches, Classroom Instructors, Support Staff, and parents.

1) Contact Information

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

Point of Contact	Name	Email	Phone
Chief Academic Officer	Rachael O’Dea	Rachael.O’Dea@sarasotacountyschools.net	(941) 927-9000
Main District Reading Contact	Amy Beechy	Amy.beechy@sarasotacountyschools.net	(941) 927-9000
Data Element	Lori Butters	Lori.butters@sarasotacountyschools.net	(941) 927-9000
Third Grade Promotion	Amy Beechy	Amy.beechy@sarasotacountyschools.net	(941) 927-9000
Multi-Tiered System of Supports	Amy Beechy	Amy.beechy@sarasotacountyschools.net	(941) 927-9000
Summer Reading Camp	Amy Beechy	Amy.beechy@sarasotacountyschools.net	(941) 927-9000
Pre-K	Tracey Cardenas	Tracy.cardenas@sarasotacountyschools.net	(941) 927-9000
Elementary Curriculum	Amy Beechy	Amy.beechy@sarasotacountyschools.net	(941) 927-9000
Middle School Curriculum	Sue Meckler	Sue.meckler@sarasotacountyschools.net	(941) 927-9000
High School Curriculum	Michelle Anderson	Michelle.anderson@sarasotacountyschools.net	(941) 927-9000
District Program Specialists (Pre-K)	Lona Sims	Lona.sims@sarasotacountyschools.net	(941) 927-9000
District ELA Program Specialists (Elementary)	Holly Chesnoff Rachel Chappell Jen Maselli Katie Kephart	Holly.chesnoff@sarasotacountyschools.net Rachel.chappell@sarasotacountyschools.net Jennifer.maselli@sarasotacountyschools.net Katie.Kephart@sarasotacountyschools.net Lisa.fisher@sarasotacountyschools.net	(941) 927-9000

	Lisa Fisher Kari Johnson Alison Johnson	Kari.johnson@sarasotacountyschools.net Alison.johnson@sarasotacountyschools.net	
District ELA Program Specialists (Middle)	Emily Nees Keianna Wolff	Emily.nees@sarasotacountyschools.net Keianna.wolff@sarasotactountyschools.net	(941) 927-9000
District ELA Program Specialists (High School)	Deb Therrien Nikki Roth	Deborah.Therrien@sarasotacountyschools.net Nicole.roth@sarasotacountyschools.net	(941) 927-9000

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#)) – The District continues to provide funding as was previously included in the Reading Allocation Categorical and is represented in Table A. The importance of Reading is further supported through other funding sources outside of the amount estimated under the previous allocation and is represented in Table B.

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	2,694,510	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	366,566	
Elementary Expenses		
Literacy coaches	1,519,260	15
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps	302,264	25
Secondary Expenses		
Literacy coaches	506,420	5
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
K-12/PreK Expenses		

Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	2,694,510	

Table B – Additional resources from state and local sources outside of the previously allocated Reading Allocation Categorical are budgeted to increase the support provided for Reading. This table includes the resources from state and local funds, outside of additional grant resources dedicated to Reading.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Additional State and Local Funding for CERP		
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>		
Elementary Expenses		
Literacy coaches	1,012,840	10
Intervention teachers	2,329,532	23
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps	97,636	
Secondary Expenses		
Literacy coaches	1,114,124	11
Intervention teachers	202,568	2
Intensive Reading teachers	3,950,076	39
Scientifically researched and evidence-based supplemental instructional materials		
K-12/PreK Expenses		

Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	8,706,776	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(8\)\(b\)3.d., F.A.C.](#))

For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
VPK	NA	NA	5%	90%

FAST				
Grade	Previous School Year – % of Students Scoring *based on raw data		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
K	17%	58%	13%	62%
1	19%	66%	15%	70%
2	18%	65%	14%	69%
3	14%	68%	10%	72%
4	17%	62%	13%	66%
5	15%	64%	11%	68%
6	16%	64%	12%	68%
7	20%	57%	16%	61%
8	16%	60%	12%	64%
9	20%	58%	16%	62%

FAST				
Grade	Previous School Year – % of Students Scoring <small>*based on raw data</small>		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
10	20%	59%	16%	63%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and the frequency of review	The Chief of Elementary Schools, Elementary Curriculum Director, and ELA Program specialists review state and district progress monitoring data after each testing window to determine trends at the district level through data analysis and to plan the following action steps.	Elementary schools will utilize Layer 1 data, including FAST and i-Ready assessments, up to three times per school year to obtain a universal understanding of student performance. Layer 2 data, including the comprehensive analysis of unit assessments and the district's Tier 1 Progress Monitoring measures, will be analyzed throughout the year to provide an ongoing measure of student performance related to grade-level standards. Layer 3 data will determine root cause barriers and address intensive problem-solving when students are not responding to Tier 1 instruction. Additionally, School Leaders will utilize Impact Review Data in conjunction with the Literacy Walkthrough Tool data to ensure Florida's Formula for Success is implemented within each instructional classroom utilizing the Focused Framework for Advancing School Performance. School leaders will review this data through data discussions in partnership with Collaborative Planning Teams and Literacy Leadership Teams.
Actions for continuous support and improvement	Some actions for continuous support and improvement based on data include:	Some actions for continuous support and improvement based on data include:

	<ul style="list-style-type: none"> Supported problem-solving sessions to unpack data and identify instructional targets with school leaders Professional Learning opportunities Creation of targeted curriculum and response plans to support instruction Facilitation of collaborative planning based on data analysis Walk-throughs with school leaders to identify instructional trends and opportunities for feedback Literacy Leadership Team support and training Targeted Professional Learning with cadres of Literacy Coaches and Literacy Interventionists 	<ul style="list-style-type: none"> Collaborative planning based on Layer 2 data analysis (PLC) Targeted Problem-Solving will be utilized with all three layers of data, while intervention will be supported by Layer 3 data analysis. Professional Learning Opportunities will be targeted to support the results of the Impact Review and action plan.
Grades 6-8	District Level	School Level
Data that will be collected and the frequency of review	The Chief of Middle Schools, Middle School Curriculum Director, ELA, and Reading Program specialists will monitor and analyze the data after each progress monitoring assessment (FAST and i-Ready) to identify learning trends throughout the district and determine action steps based on data analysis. FAST data will also be analyzed for year-end competency.	<p>The schools' Professional Learning Communities will dive deeply into reviewing and discussing the FAST progress monitoring data twice a year.</p> <p>The PLCs will also utilize various forms of data from i-Ready, such as Diagnostic results, Standards Mastery quarterly data, Personalized Reading Instruction completion and pass rates, and Phonics for Reading, to track the ongoing progress of Tier 1, Tier 2, and Tier 3 instruction/intervention and individual student needs.</p> <p>School leaders will monitor data and information gathered from the Intensive Reading Walkthrough Tool, which will be discussed</p>

		quarterly in their School Literacy Leadership Team meetings. Action plans will be developed.
Actions for continuous support and improvement	<p>Some actions for continuous support and improvement based on data include:</p> <ul style="list-style-type: none"> • Opportunities for Professional Learning in the Science of Reading • i-Ready Data Analysis • Alignment of curriculum resources to support interventions in ELA and Intensive Reading. • Literacy Leadership Team training and support. • Targeted Professional Learning with the cadre of Literacy Coaches. 	<p>Gathering the data listed above will lead to continuous development of action plans.</p> <p>What do we continue doing? What needs to be tweaked? What do we keep doing?</p> <p>PLCs will conduct data-driven discussions and lesson planning provided with the data from the Data Coach and instructional support from the Literacy Coach.</p>
Grades 9-12	District Level	School Level
Data that will be collected and the frequency of review	The Chief of High Schools, High School Curriculum Director, and ELA and Reading Program specialists will review progress monitoring data after each testing window to determine trends at the district level through data analysis and plan the next action steps.	School-based PLCs will review their FAST progress monitoring data three times a year. Teams will also use common formative assessments to monitor and reflect on Tier 1 and Tier 2 instruction. Tier 3 instruction will be monitored through Read 180 at 9th and 10th grade levels and Chalk Talk for 11th and 12th grades. School leaders will analyze data collected from the Literacy Walkthrough tool in their monthly Literacy Leadership Teams.
Actions for continuous support and improvement	<p>District-level actions for continuous support will include:</p> <ul style="list-style-type: none"> • Professional Learning Opportunities • Facilitation of Reading Data Digs of Intensive Reading teachers and students • Development of data analysis tools to target instruction and 	<p>School-level support for continuous improvement will come from the administrative support for the PLC process and through Literacy Leadership Teams. Some actions for continuous support include:</p> <ul style="list-style-type: none"> • Professional Learning Opportunities • Data Analysis/Problem-Solving • Data-based Collaborative Planning

	<p>remediation for Tier 1 and Tier 2 supports</p> <ul style="list-style-type: none"> • Alignment of curriculum resources to support ELA interventions • Literacy Leadership Team training and support. • Targeted Professional Learning with the cadre of Literacy Coaches. 	
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2. Describe what has been revised to improve student literacy outcomes in the district’s CERP based on the District CERP Reflection Tool and a root-cause analysis of student performance data.

Literacy for All is a comprehensive district-created plan to formulate a systematic approach to attacking the literacy achievement gap while ensuring the delivery of high-quality tiered instruction aligned to the Science of Reading for every student every day. The strategic actions associated with the Literacy for All plan include the following:

- Reallocate budget resources to create and support positions that advance literacy and student performance.
- Establish a cadre of K-12 Literacy Coaches and Literacy Interventionists to provide targeted support and advanced instructional strategies, addressing reading challenges and the achievement gap.
 - The extension of Literacy Coaches to all grades, K – 12. The implementation of Literacy Interventionists at all K – 5 schools and 2 Title 1 Middle schools will be in effect for the 24 – 25 school year.
- Develop comprehensive professional learning pathways for educators and administrators in the Science of Reading, enhancing instructional skills across grade levels.
- Facilitate regular professional learning and collaboration for Literacy Coaches and Interventionists to foster continuous improvement and innovation.
- Equip high school educators with resources for intensive reading courses supported by a robust training and implementation plan.
- Implement a district-wide Comprehensive Tiered Intervention Plan, ensuring high-quality support across different levels of instruction.
- Advance professional learning for ESE staff to refine instructional models for students with disabilities.
- Update summer learning programs based on student data and aligned to the science of reading.
- Implement a master scheduling clinic with principals to prioritize literacy and support for students with disabilities through co-teaching and other inclusive practices.

Additionally, the utilization of the Focused Framework for Advancing School Performance supports the following District Priorities:

- Growing Core Instruction: Employ high-leverage instructional practices and structures that allow students to master grade-level benchmarks/standards (Tier 1).
 - The Literacy for All Plan will support this district priority by:

- Building teacher capacity to strengthen the instructional core to reach all students.
- Aligning Tiered Supports: Employ high-leverage instructional practices and structures that allow students to engage in data-dictated, appropriate intervention/enrichment (Tier 2 and Tier 3).
 - The Literacy for All Plan will support this district priority by:
 - Providing tiered interventions that reach all struggling readers.

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

School-based administrators and LLTs will conduct ongoing data analysis to review the implementation of the reading plan, data gathered from the literacy walkthrough tool, and other forms of progress monitoring. In addition, teams align the data to effective instructional practices and determine the next steps for professional learning needs. Data from the walkthrough tool is collected at each school site. The observational data collected will be combined with quantitative progress monitoring to ensure the fidelity of the implementation of the reading plan. The Chiefs of Elementary, Middle, and High Schools will conduct fidelity checks with administrators to ensure that literacy walkthroughs are conducted.

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

School-based administrators conduct data chats with individual teachers and teams of teachers, which include progress monitoring data. School administrators monitor Tier 1 instruction by reviewing the percentage of students meeting expectations per unit of instruction. Action steps are determined based on root-cause analysis of the data.

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

The Just Read, Florida! Literacy Coach model delineates the roles and responsibilities of Literacy Coaches.

1. Is the district using the Just Read, Florida! Literacy Coach model?

Yes/No

Yes, Sarasota County Schools utilizes the Just Read, Florida Literacy Coach model. Sarasota County Schools grounds the work of our Literacy Coaches on the Florida Literacy Coaching domains and standards. Sarasota County Schools will ensure that Literacy Coaches participate in the Literacy Coach Endorsement through FCRR or the University of Florida.

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

NA

3. How is the Literacy Coach model being communicated to principals?

The Literacy Coach model is being communicated to principals through the district’s strategic plan and professional learning designed to build and enhance a coaching culture at schools across our district. Principals are invited to attend a two-day institute alongside Literacy Coaches in the Summer of 2024. Professional Learning will be provided to coaches, which will precisely define the roles and responsibilities of Literacy Coaches and ways to help build a coaching culture at their school sites. In

addition, support for sustaining and creating a culture for coaching will be addressed at principal meetings throughout the school year.

4. How does the district support Literacy Coaches throughout the school year?

K-12 Literacy Coaches are supported throughout the school year by the ELA Program Specialists at all levels. District Meetings are held monthly for this cadre of K-12 coaches to build their toolbox of coaching strategies, establish the roles and expectations of coaches across the district, and be provided with tools to evaluate their impact of coaching. Individual coaching support will be provided to coaches by the ELA Program Specialists through on-site support and quarterly check-ins. In addition, specific literacy content aligned to the science of reading, curriculum, and high-leverage practices are provided at each monthly meeting by all Elementary, Middle, and High School levels.

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

Sarasota County Schools will communicate these coaching priorities as roles and responsibilities are defined for all coaches. A results-based coaching tool, which will be completed for all student-centered coaching cycles, will also be used to measure student and teacher learning, obtain feedback on successes, and missed opportunities in a coaching cycle, and identify areas for professional growth.

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

The District's K-12 Literacy team, composed of the Chief Academic Officer, Chiefs, Directors, and Specialists, will also monitor the implementation of the coaching model. ELA Program Specialists will conduct quarterly conversations with all K-12 Literacy Coaches.

4) Assessment, Curriculum, and Reading Instruction

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

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

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

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

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

Sarasota County Schools believes in the power of intervention and responsive instruction to ensure every student receives the support they need to learn at high levels daily. Guided by the principles of collaboration, problem-solving, data-driven decision-making, and continuous improvement, we are committed to implementing a comprehensive tiered support system that meets each student's diverse needs.

Florida’s approach to effective literacy instruction encompasses the six key components of reading, diverse assessment methodologies, and robust Tier One implementation. Integral to a district’s comprehensive literacy program is the responsive integration of Tier Two and Tier Three interventions.

Every student is different, with strengths, challenges, interests, and learning paths. High-quality instruction acknowledges and accommodates these differences by being responsive to learners' diverse needs. Teachers differentiate instruction to meet individual students where they are, providing appropriate levels of support and challenge to ensure that all students are positioned for literacy success.

Ongoing problem-solving to unravel the many needs of at-risk students requires focus, dedication, and perseverance. A site intervention team looking for the right solution to meet a student’s needs must think critically and collaboratively about when to add additional layers of intervention and when to consider a student for special education placement.

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

The Sarasota County School (SCS) district provides high-quality early education, fostering partnerships with entities like the Florida Department of Education’s (FLDOE’s), Division of Early Learning (DEL), the Sarasota Early Learning Coalition (ELC), Children First Inc., the Sarasota grantee for local Early Head Start and Head Start programs and other community stakeholders. These collaborative partnerships aim to enhance preschool programs, boost access, and ensure kindergarten readiness. High-quality early learning and kindergarten readiness correlates directly with improved student outcomes and broader opportunities in college, career, and life readiness pathways. Benefits extend to cognitive, communication, and social-emotional development, paving the way for future academic and life success.

In the upcoming school year, the SCS district will expand to 64 preschool classrooms across 17 of 23 elementary schools. The district will also continue to work with 4 agency partner sites to provide additional inclusive opportunities for preschool Students with Disabilities, ages 3-5. This expansion aims to both improve academic achievement for all preschool students and enhance inclusive opportunities for preschool SWD. Of the 64 classrooms, 19 will offer Voluntary Prekindergarten (VPK) programs, 4 classrooms will serve non-VPK general education students ages 4-5, and 51 will serve only preschool students aged 3-5 found eligible for Exceptional Student Education (ESE) programs. The

introduction of VPK and availability of general education PreK classrooms will enhance targeted early intervention services, fostering readiness skills comparable to their peers when entering kindergarten.

The Coordinated Screening and Progress Monitoring Program, also known as Florida Assessment of Student Thinking (FAST) Star Early Literacy, is a statewide initiative mandated by s. 1002.68, F.S. and utilized in all VPK programs to evaluate student proficiency in early literacy and mathematics, aligning with the standards set forth in s. 1002.67(1)(a), F.S. Moving forward, the 19 VPK programs and 4 general education PreK programs, will participate in Star Early Literacy testing and the information will be used to plan and implement instructional programming in response to student need.

The SCS district currently also 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 2024-2025 school year, the district will work to further align the collection of progress monitoring data for AP1, AP2 and AP3 for PreK 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.

The PreK curriculum in the SCS District is designed to align with The Florida Early Learning and Developmental Standards (FELDS, 2017), which outline the skills that four-year-old children should acquire by the end of their PreK year across eight learning domains. These domains include Physical Development, Approaches to Learning, Social and Emotional Development, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Social Studies, and Creative Expression Through the Arts.

By utilizing the Frog Street 2020 Curriculum resource and additional materials tailored to individual learning needs, educators ensure that instructional programming is aligned with the FELDS standards. Teachers and preschool paraprofessionals collaborate with families to establish specific learning goals within each domain, fostering holistic development in young learners. Additionally, strategies for differentiating instruction to meet the diverse needs of students while addressing state standards are integrated into the curriculum. This includes adaptations for English Language Learners (ELLs), students with disabilities, and gifted learners, ensuring that all students have equitable access to high-quality education and opportunities for growth. Through this comprehensive approach, the curriculum not only addresses state standards but also prepares students for success in their educational journey.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(8\)\(b\)4., F.A.C.](#))

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#)
- and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instruction and strategies.

- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency or characteristics of dyslexia, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST/STAR	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
BEST Writing	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
i-Ready (optional)	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 2 x a year <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Amira Benchmark Assessment- Dyslexia Screener (for students meeting the criteria)	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 2 x a year <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Mondo Oral Language	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 2 x a year <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Heggerty Phonemic Awareness Quick Checks	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 2 x a year <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Core Phonics Survey	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 2 x a year

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Comprehension		<input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Oral Reading Fluency (ORF)	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 2 x a year <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Benchmark Advance Unit Assessments (after each unit of instruction)	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 2 x a year <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Writing Interim Assessments	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 2 x a year <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

2. Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(5\), F.A.C.](#))

Students identified with a substantial reading deficiency must have an individualized progress monitoring plan that is designed to address the student’s specific reading deficiency, and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#)

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan if the IEP or 504 Plan addresses the student’s reading deficiency. Nothing in Rule 6A-6.053(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student’s reading deficiency.

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

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

For students in grades K-3, students are identified for needing Tier 2/Tier 3 interventions if a response to Tier 1 is not effective and/or students have demonstrated through consecutive formative assessments a need for intensive problem-solving in one or more of the six components of reading.

Problem-solving is initiated for any reader who may be identified as needing to work toward improvement if they meet any of the following criteria:

Substantial Reading Deficiency:

- Scores below the 10th percentile on the state-designated assessment, including FAST/STAR Early Literacy or STAR Reading at any time in the year (K –2)
- Unable to complete the practice items on the state-designated assessment, including FAST/STAR Early Literacy or STAR Reading at any time in the year (K –2)

Kindergarten Designated Grade Level Assessment:

- **Kindergarten: AP1, AP2, and AP 3= STAR Early Literacy**

Kindergarten Identification:

- Urgent Intervention (Below the 10th percentile) and
- Other performance data: Intensive Intervention in at least one category on Tier I Progress Monitoring

First Grade Designated Assessment:

- AP1: Students scoring 852 or above on AP3 of the Kindergarten STAR Early Literacy assessment will take Star Reading. or
- AP1 Students scoring below 852 on AP3 of the Kindergarten STAR Early Literacy assessment will take Star Early Literacy.

- AP2: Students scoring 852 or above on AP1 of the First Grade STAR Early Literacy assessment and students who met the criteria to test in Star Reading AP 1 will take Star Reading. or
- AP2: Students scoring below 852 on AP1 of the First Grade STAR Early Literacy assessment will take Star Early Literacy.
- AP 3: All students will test in Star Reading.

First Grade Identification:

- Urgent Intervention (Below the 10th percentile) and
- Other performance data: Intensive Intervention in at least one category on Tier I Progress Monitoring

Second Grade Designated Assessment:

- AP1, AP2, and AP 3= STAR Reading

Second Grade Identification:

- Urgent Intervention (Below the 10th percentile) and
- Other performance data: Intensive Intervention in at least one category on Tier I Progress Monitoring

For grade 3, the student scores:

- Below the twentieth (20th) percentile at the beginning (AP1) or middle (AP2) of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., **and** the student has demonstrated, through progress monitoring, 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; fluency; and comprehension; or

Third Grade Designated Grade Level Assessment:

- AP1 and AP2= FAST ELA

Third Grade Identification:

- Below the 20th percentile and
- Other performance data: Intensive Intervention in at least one category on Tier I Progress Monitoring
- Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

Third Grade Designated Grade Level Assessment:

- AP 3 FAST ELA

Third Grade Identification

- Level 1

Readers working to improve – Notify parents if intervention is implemented with a [Notice of Intervention](#)

- Scores between the 10th and 49th percentile on the FAST/STAR Early Literacy at any time in the year (K-2) **and**
 - Demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring (K-3)

- Scores between the 20th and 49th percentile on the FAST/ELA at any time in the year (3rd Grade) **and**
 - Demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring (K-3)
- Retention (K-3)
 - Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Decision Trees to determine the targeted focus for interventions.

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

For students in grades 4-5, students are identified for needing Tier 2/Tier 3 interventions if a response to Tier 1 is not effective and/or students have demonstrated through consecutive formative assessments a need for intensive problem solving in one or more of the six components of reading.

Problem-solving is initiated for any reader who may be identified as needing to work toward improvement if they meet any of the following criteria:

Reading Deficiency –

- Scores below the 20th percentile on the FAST/ELA at any time in the year.
- Scores a level one at the end-of-year FAST/ELA from the previous year.

Readers working to improve – Notify parents if intervention is implemented with a [Notice of Intervention](#)

- Scores between the 20th and 49th percentile on the FAST/ELA at any time in the year **and**
 - Demonstrate intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
- Retention
- NOTE: Students promoted by good cause must be provided Tier Two/Supplemental Interventions and Tier Three/Intensive Interventions until adequate progress has been met

Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Decision Trees to determine the targeted focus for interventions.

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

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

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

Students who score in the 49th percentile or below on FAST will be given further screening to determine if they are identified as having characteristics of dyslexia.

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

If students score in the 49th percentile or below on FAST, they will be given the Amira Benchmark Assessment/Dyslexia screener to determine if they show characteristics of dyslexia.

Grades K-5 Decision Tree

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

Beginning of year data

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

Scored a level 3 or above on the 2023-2024 FAST assessment PM 3.

THEN TIER 1 Only

Core Instruction

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

K-5: Benchmark Advance is our core curriculum for ELA in Sarasota County Schools. Components of Benchmark Advance and various supplemental materials are utilized to provide comprehensive reading instruction aligned with Florida's B.E.S.T. standards. The curriculum offers print-rich, systematic approaches to instruction and promotes differentiated, responsive instruction. Professional learning and materials have been provided and will continue to support the use of high-quality whole-group and small-group instruction during the ELA block, ensuring 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 unit themes, 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.

Benchmark Advance does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade," Develop awareness of the segments of sounds in speech and how they link to letters (Recommendation 2) and teach students to decode words, analyze word parts, and write and recognize words (recommendation 3), and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Recommendation 4). These practices were found to show "STRONG EVIDENCE," meaning they significantly positively impact student reading achievement. The recommendations were built into the program through explicit and systematic instruction that helped students develop awareness of sound and letter-sound correspondence segments, decoding words, analyzing word parts, vocabulary, writing, and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. All comprehension components of Benchmark Advance meet "STRONG and MODERATE EVIDENCE" according to IES Practice Guide Recommendation(s) included in "Providing Reading Interventions for Students in Grades 4-9:" build students' decoding skills so they can read complex multisyllabic words (Recommendation 1), provide purposeful fluency-building activities to help students read effortlessly (Recommendation 2), routinely use a set of comprehension-building practices to help students make sense of the text (Recommendation 3) and provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information. The district will support and monitor the implementation of this program through instructional walk-throughs led by each principal.

Heggerty Phonemic Awareness (Used in Grades K-2) does not meet strong, moderate, or promising levels of evidence; however, the following IES practice Guide Recommendation(s) support the program: . 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 they significantly positively impact students' early reading achievement. Merging meaningful professional development and resources for these evidence-based recommendations are executed systematically and with fidelity, providing more significant benefits to students. The Heggerty resource mentioned 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. The district will support and monitor the implementation of this program through instructional walk-throughs led by each principal.

UFLI Foundations (used in Grades K-2) does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: “Foundational Reading Skills to Support Reading for Understanding in Grades K-3” states 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) 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 materials requested allow teachers to implement recommendations 2, 3, and 4 from the What Works Clearinghouse IES Educator Practice Guide “Foundational Reading Skills to Support Reading for Understanding in Grades K-3” with increased fidelity and effectiveness. They support students (and teachers of those students) in the early stages of reading acquisition while scaffolding students to more advanced levels of literacy. The district will support and monitor the implementation of this program through instructional walk-throughs led by each principal.

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

Students score meeting expectations or above on the following screeners and progress monitoring assessments based on the following performance criteria:

FAST

- Grade K- Level 3 or above/50th percentile or above (PM 1, PM 2, PM 3)
- Grade 1- Level 3 or above/50th percentile or above (PM 1, PM 2, PM 3)
- Grade 2- Level 3 or above/50th percentile or above (PM 1, PM 2, PM 3)
- Grade 3- Level 3 or above/50th percentile or above (PM 1, PM 2, PM 3)
- Grade 4- Level 3 or above/50th percentile or above (PM 1, PM 2, PM 3)
- Grade 5-Level 3 or above/50th percentile or above (PM 1, PM 2, PM 3)

i-Ready Diagnostic Assessment (if applicable)

Grade Level	AP1	AP2
Kindergarten	50 th -100 th percentile	50 th -100 th percentile
1 st Grade	50 th -100 th percentile	50 th -100 th percentile
2 nd Grade	50 th -100 th percentile	50 th -100 th percentile
3 rd Grade	50 th -100 th percentile	50 th -100 th percentile
4 th Grade	50 th -100 th percentile	50 th -100 th percentile

5 th Grade	50 th -100 th percentile	50 th -100 th percentile
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Mondo Oral Language Screener

Grade Level	BOY	MOY	EOY
Kindergarten	NA	8-12	13-15

Heggerty Phonemic Awareness Quick Checks

Grade Level	BOY	MOY	EOY
Kindergarten	8-10	8-10	15
1 st Grade	12-15	15	15

Letter Recognition and Sounds Assessment

Grade Level	BOY		MOY		EOY	
Kindergarten	Letter Recognition	Letter Sounds	Letter Recognition	Letter Sounds	Letter Recognition	Letter Sounds
	baseline	baseline	46-52	26-31	51-52	26-31

Core Phonics Survey

Grade Level	BOY	MOY	EOY
Kindergarten (Section E given EOY)	NA	NA	14-15 (Section E)
Grade 1 (Sections E-I given BOY, MOY, EOY)	14-15 (Section E)	14-15 (each Section E-F)	14-15 (each Section E-I)
Grade 2 (Sections E-K given BOY, Sections E-L given MOY and EOY)	14-15 (each Section E-J)	14-15 (each Section E-K)	14-15 (each Section E-K)
Grade 3 (Section L given BOY, MOY)	21+ (Section L)	21 + (Section L)	as needed

Oral Reading Fluency (ORF)

Grade Level	BOY	MOY	EOY
Grade 1	NA	29-58 wpm	60-90 wpm
Grade 2	50-83 wpm	84-108 wpm	100-123 wpm
Grade 3	83-103 wpm	97-136 wpm	112-138 wpm
Grade 4	94-124 wpm	120-142 wpm	133-159 wpm
Grade 5	121-152 wpm	133-159 wpm	146-168 wpm

Benchmark Advance Unit Tests

Grade Level	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Kinder	60-100%	60-100%	65-100%	65-100%	65-100%	70-100%	70-100%

1 st Grade	60-100%	60-100%	65-100%	65-100%	65-100%	70-100%	70-100%
2 nd Grade	60-100%	60-100%	65-100%	65-100%	65-100%	70-100%	70-100%
3 rd Grade	60-100%	60-100%	65-100%	65-100%	65-100%	70-100%	70-100%
4 th Grade	60-100%	60-100%	65-100%	65-100%	65-100%	70-100%	70-100%
5 th Grade	60-100%	60-100%	65-100%	65-100%	65-100%	70-100%	70-100%

Benchmark Advance Writing Interim Assessments

Grade Level	Interim 1	Interim 2	Interim 3
Grade 2	6-12 (12-point rubric)	6-12 (12-point rubric)	8-12 (12-point rubric)
Grade 3	6-12 (12-point rubric)	6-12 (12-point rubric)	8-12 (12-point rubric)
Grade 4	6-12 (12-point rubric)	8-12 (12-point rubric)	NA
Grade 5	7-12 (12-point rubric)	8-12 (12-point rubric)	NA

Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier 1 instruction is monitored through the Elementary Progress Monitoring Data in Performance Matters, fidelity checks with administrators and the Chief of Elementary Schools, data chats between administrators and individual teachers and teams of teachers, district-level data analysis, grade-level collaborative planning teams, literacy leadership teams, and literacy walkthroughs performed by administrators.

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

All students must receive comprehensive grade-level core reading instruction in Tier One aligned with Florida BEST Standards. The responsive decisions made about supplemental support and intensive interventions for readers working to improve must be in addition to, NOT replace, high-quality Tier One core literacy instruction.

If more than 30% of a classroom warrants further problem-solving, an intensified approach to the Tier One ELA block should be considered.

Comprehensive Evidence-Based Core Literacy Instruction (Tier One) focuses on and builds upon the learner's capacity in the six components of reading. Tier One core instruction is aligned to B.E.S.T. Standards for English Language Arts and informed by various types of classroom assessment to guide differentiation and use of corrective feedback. Additionally, the following six practices should characterize Tier One core instruction.



CORE

- Explicit and Systematic
- Scaffolded
- Differentiated
- Content-Rich
- Write in response to reading

Six Core Practices of Tier One Instruction	
Explicit	Intentional teaching with a clear and direct presentation of new information to learners does not require student inference during the introduction of new or previously taught content, concepts, or skills. i.e., Gradual Release
Systematic	A planned sequence includes a logical progression of content and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve desired outcomes.
Scaffolded	Intentional support is provided by the teacher for learners to carry out tasks or achieve goals they would otherwise not be able to reach. This temporary support is matched to the learner's current understanding or skill level and decreases as the student can take on the task independently.
Differentiated	Adapting instruction in response to the distinct assessed skills and needs of individual learners to increase their access and opportunity to meet specific learning goals. i.e., teacher-led small group instruction
Content-Rich	Instructional materials that are dense with information, covering a wide range of topics or providing in-depth exploration of a particular subject area across grade levels. The key is to develop critical thinking skills that allow students to make connections, build knowledge, and transfer understanding about concepts or topics for more successful reading comprehension experiences.
Write in Response to Reading	Writing in response to reading requires that students read a passage (or several), process and comprehend the material, and then formulate their thoughts coherently in writing.
See the full explanation of PreK – 5 Literacy Instruction Practice Profile, accomplished use, and ineffective use of each Core Component LINKED here.	

In Tier One core instruction, teachers are expected to be responsive, meaning they adapt their teaching to meet the needs of all students. This includes immediate reteaching when necessary. The need for reteaching shouldn't wait, and it does not imply suspicion of disability with formalized interventions.

When Tier One Core Instruction Requires Differentiation and Responsive Reteaching, Consider...

Time	Intensity	Explicitness	Strategy	Shared Thinking
Increase the amount and quality of instructional time for students to interact with the content.	Increase the intensity of instruction on targeted skills in whole or small groups. Progress monitoring data guide target-specific skills.	Determine a concept's most essential and distinct features using teacher and student modeling using the gradual release model. Use teacher modeling via a gradual release model and highlight the concept or targeted skill through various methods.	Determine the most effective cognitive strategies used for skilled reading. Systematically and sequentially teach all literacy domains (Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary). Teach students to think strategically to monitor their understanding.	Increase opportunities for students to interact with the content and each other by responding, questioning, discussing, and explaining thinking. Encourage student explanation, clarification, and justification of their ideas/responses while facilitating discussions and asking open-ended questions.

Data indicating a possible need for problem solving and Tier 2 Interventions in addition to Tier 1

Students score below meeting expectations on the following screeners and progress monitoring assessments.

FAST

Grade K- Level 1 or 2/49th percentile or below (PM 1, PM 2, PM 3)

Grade 1- Level 1 or 2/49th percentile or below (PM 1, PM 2, PM 3)

Grade 2- Level 1 or 2/49th percentile or below (PM 1, PM 2, PM 3)

Grade 3- Level 1 or 2/49th percentile or below (PM 1, PM 2, PM 3)

Grade 4- Level 1 or 2/49th percentile or below (PM 1, PM 2, PM 3)

i-Ready Diagnostic Assessment (if applicable)

Grade Level	AP1	AP2
Kindergarten	49 th percentile or below	49 th percentile or below
1 st Grade	49 th percentile or below	49 th percentile or below
2 nd Grade	49 th percentile or below	49 th percentile or below
3 rd Grade	49 th percentile or below	49 th percentile or below
4 th Grade	49 th percentile or below	49 th percentile or below
5 th Grade	49 th percentile or below	49 th percentile or below

Mondo Oral Language Screener

Grade Level	BOY	MOY	EOY
Kindergarten	NA	0-7	0-12

Heggerty Phonemic Awareness Quick Checks

Grade Level	BOY	MOY	EOY
Kindergarten	0-7	0-7	0-14
1 st Grade	0-11	0-14	0-14

Letter Recognition and Sounds Assessment

Grade Level	BOY		MOY		EOY	
Kindergarten	Letter Recognition	Letter Sounds	Letter Recognition	Letter Sounds	Letter Recognition	Letter Sounds
	baseline	baseline	0-45	0-25	0-50	0-25

Core Phonics Survey

Grade Level	BOY	MOY	EOY
Kindergarten (Section E given at EOY)	NA	NA	0-13 (Section E)
Grade 1 (Sections E-I given BOY, MOY, EOY)	0-13 (Section E)	0-13 (each Section E-F)	0-13 (each Section E-F)
Grade 2 (Sections E-K BOY, Sections E-L MOY and EOY)	0-13 (each Section E-J)	0-13 (each Section E-K)	0-34 (each Section E-K)

Grade 3 (Section L)	0-20 (Section L)	0-20 (Section L)	as needed
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Oral Reading Fluency (ORF)

Grade Level	BOY	MOY	EOY
Grade 1	NA	0-28 wpm	0-59 wpm
Grade 2	0-49 wpm	0-83 wpm	0-99 wpm
Grade 3	0-82 wpm	0-96 wpm	0-111 wpm
Grade 4	0-93 wpm	0-119 wpm	0-132 wpm
Grade 5	0-120 wpm	0-132 wpm	0-145 wpm

Benchmark Advance Unit Tests

Grade Level	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Kindergarten	0-59%	0-59%	0-64%	0-64%	0-64%	0-69%	0-69%
1 st Grade	0-59%	0-59%	0-64%	0-64%	0-64%	0-69%	0-69%
2 nd Grade	0-59%	0-59%	0-64%	0-64%	0-64%	0-69%	0-69%
3 rd Grade	0-59%	0-59%	0-64%	0-64%	0-64%	0-69%	0-69%
4 th Grade	0-59%	0-59%	0-64%	0-64%	0-64%	0-69%	0-69%
5 th Grade	0-59%	0-59%	0-64%	0-64%	0-64%	0-69%	0-69%

Benchmark Advance Writing Interim Assessments

Grade Level	Interim 1	Interim 2	Interim 3
Grade 2	0-5 (12-point rubric)	0-5(12-point rubric)	0-7 (12-point rubric)
Grade 3	0-5 (12-point rubric)	0-5 (12-point rubric)	0-7 (12-point rubric)
Grade 4	0-5 (12-point rubric)	0-7 (12-point rubric)	NA
Grade 5	0-6 (12-point rubric)	0-7 (12-point rubric)	NA

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

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

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.

Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence; however, the following IES practice Guide Recommendation(s) support the program: According to the IES 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 a significant positive impact on students’ 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 teaches students to recognize and manipulate segments of sound in speech and teaches students letter-sound relations. By providing students with these activities to support our Tier 1 Curriculum, we can see STRONG evidence of gains. The district will support and monitor the implementation of this program through instructional walk-throughs led by each principal.

Benchmark Advance Phonics Skill Bags do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: “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). 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 Advance 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 district will support and monitor implementation of this program through instructional walk-throughs led by each principal.

UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: “Foundational Reading Skills to Support Reading for Understanding in Grades K-3” states 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) 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 materials requested allow teachers to implement recommendations 2, 3 and 4 from the What Works Clearinghouse IES Educator Practice Guide “Foundational Reading Skills to Support Reading for Understanding in Grades K-3” with increased fidelity and effectiveness. They support students (and teachers of those students) in the early stages of reading acquisition while scaffolding students to more advanced levels of literacy. The district will support and monitor implementation of this program through instructional walk-throughs led by each principal.

Benchmark Advance Accessing Complex Text (ACT Now Books): does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: “Providing Reading Interventions for Students in Grades 4-9” states investing instructional time for “routinely use a set of comprehension-building practices to help students make sense of the text (Recommendation 3) and to provide students with opportunities to practice making sense of text that will expose them to complex ideas and information (Recommendation 4) are evidence-based strategies. These practices were found to show “MODERATE and STRONG EVIDENCE,” meaning that they have significant positive impact on student comprehension. The district will support and monitor implementation of this program through instructional walk-throughs led by each principal.

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

Students with a disability, students with an Individual Education Plan (IEP), and students who are English language learners follow the district’s decision trees for guidance in identifying the specific target area of intervention. The materials utilized are listed above which include, Heggerty Phonemic Awareness, Phonics Skills Bags from Benchmark Advance.

Specifically for English language learners: Benchmark Advance Express and Benchmark Advance Hello does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program used for emerging multilingual students: Foundational Reading Skills to Support Reading for Understanding in Grades K-3 investing instructional time for “teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge” (Recommendation 1) and to “Develop awareness of the segments of sounds in 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 IES Practice Guide “Effective Literacy and English Language Instruction for English Learners in the Elementary Grades” states “providing intensive small-group reading interventions” (Recommendation 2) and “providing extensive and varied vocabulary instruction” (Recommendation 3) are evidence-based strategies. These practices were found to show “STRONG EVIDENCE,” meaning that they have significant positive impact on students. The district will support and monitor implementation of this program through instructional walk-throughs led by each principal.

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

Phonics Skill Bags from Benchmark Advance engage students in hands-on, multimodal activities through decodables, picture cards, word card sheets, frieze cards, and poetry posters. Through these materials, phonics instruction combines listening, speaking, reading, and tactile activities to help focus student’s attention on the sequence of letters in printed words. Heggerty Bridge the Gap is a series of phonemic awareness intervention lessons in which students can hear, speak, and manipulate phonemes in a multi-sensory approach. UFLI targets the following foundational reading skills: phoneme blending and segmentation practice, accuracy and automaticity of grapheme-phoneme correspondences, decoding automaticity of words with previously learned concepts, decoding, and encoding practice, and reading and spelling with connected text.

Number of times per week interventions are provided:

Interventions are provided at least 2-3+ times a week and more often if needed.

Number of minutes per intervention session:

Each intervention session is 20-30 minutes in length based on the differentiated student intervention plan.

Explain how the effectiveness of Tier 2 interventions are monitored.

Teachers collect individual student data correlated to the instructional target of the intervention(s). This data determines if the intervention is demonstrating a positive response. Grade Level Decision Trees and a Progress Monitoring Guidance Document is given to teachers to plan for and modify the effectiveness of Tier 2 reading interventions.

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

The Chief of Elementary School, Elementary Curriculum Director, ELA Program Specialists, administrators, SWST Teams, grade level teams, and individual teachers will be responsible for the fidelity of interventions. 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 provide instructions to plan for and modify the effectiveness of Tier 2 reading interventions.

Data indicating a possible need for problem solving and Tier 3 interventions in addition to Tier 1 and Tier 2

List performance criteria that indicate a student would need additional problem solving and Tier 3 interventions:

Students score below meeting expectations on the following screeners and progress monitoring assessments.

FAST

- Grade K- Below the 10th percentile (PM 1, PM 2, PM 3) or retained the previous year
- Grade 1- Below the 10th percentile (PM 1, PM 2) Level 1 on PM 3 or retained the previous year
- Grade 2- Below the 10th percentile (PM 1, PM 2) Level 1 on PM 3 or retained the previous year
- Grade 3- Below the 20th percentile (PM 1, PM 2) Level 1 on PM 3 or retained the previous year
- Grade 4- Below the 20th percentile (PM 1, PM 2) Level 1 on PM 3 or Level 1 the previous year
- Grade 5- Below the 20th percentile (PM 1, PM 2) Level 1 on PM 3 or Level 1 the previous year

i-Ready Diagnostic Assessment (if applicable)

Grade Level	AP1	AP2
Kindergarten	25 th percentile or below	25 th percentile or below
1 st Grade	25 th percentile or below	25 th percentile or below
2 nd Grade	25 th percentile or below	25 th percentile or below
3 rd Grade	25 th percentile or below	25 th percentile or below
4 th Grade	25 th percentile or below	25 th percentile or below
5 th Grade	25 th percentile or below	25 th percentile or below

Mondo Oral Language Screener

Grade Level	BOY	MOY	EOY
Kindergarten	NA	0-4	0-7

Heggerty Phonemic Awareness Quick Checks

Grade Level	BOY	MOY	EOY
Kindergarten	0-5	0-5	0-11
1 st Grade	0-5	0-8	0-11

Letter Recognition and Sounds Assessment

Grade Level	BOY		MOY		EOY	
Kindergarten	Letter Recognition	Letter Sounds	Letter Recognition	Letter Sounds	Letter Recognition	Letter Sounds
	baseline	baseline	0-20	0-13	0-46	0-25

Core Phonics Survey

Grade Level	BOY	MOY	EOY
Kindergarten (Section E given EOY)	NA	NA	0-9 (Section E)
Grade 1 (Sections E-I given BOY, MOY, EOY)	0-9 (Section E)	0-9 (each Section E-F)	0-9 (each Section E-F)

Grade 2 (Sections E-K given BOY, Sections E-L MOY and EOY)	0-9 (each Section E-J)	0-9 (each Section E-K)	0-24 (each Section E-K)
Grade 3 (Section L given BOY and MOY)	0-14 (Section L)	0-14 (Section L)	NA

Oral Reading Fluency (ORF)

Grade Level	BOY	MOY	EOY
Grade 1	NA	0-9 wpm	0-18 wpm
Grade 2	0-35 wpm	0-35 wpm	0-43 wpm
Grade 3	0-58 wpm	0-78 wpm	0-90 wpm
Grade 4	0-74 wpm	0-94 wpm	0-104 wpm
Grade 5	0-86 wpm	0-108 wpm	0-118 wpm

Benchmark Advance Unit Tests

Grade Level	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Kindergarten	0-49%	0-49%	0-54%	0-54%	0-54%	0-59%	0-59%
1 st Grade	0-49%	0-49%	0-54%	0-54%	0-54%	0-59%	0-59%
2 nd Grade	0-49%	0-49%	0-54%	0-54%	0-54%	0-59%	0-59%
3 rd Grade	0-49%	0-49%	0-54%	0-54%	0-54%	0-59%	0-59%
4 th Grade	0-49%	0-49%	0-54%	0-54%	0-54%	0-59%	0-59%
5 th Grade	0-49%	0-49%	0-54%	0-54%	0-54%	0-59%	0-59%

Benchmark Advance Writing Interim Assessments

Grade Level	Interim 1	Interim 2	Interim 3
Grade 2	0-3 (12-point rubric)	0-4 (12-point rubric)	0-5 (12-point rubric)
Grade 3	0-3 (12-point rubric)	0-4 (12-point rubric)	0-5 (12-point rubric)
Grade 4	0-3 (12-point rubric)	0-4 (12-point rubric)	NA
Grade 5	0-3 (12-point rubric)	0-4 (12-point rubric)	NA

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

Intensive, Individualized Instruction/Interventions

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

AMIRA (Grades K-5) meets ESSA ratings as “STRONG EVIDENCE.” Amira differentiates to support all five pillars of reading by providing 1:1 reading tutoring, oral reading fluency assessments, and dyslexia risk screening with embedded micro-interventions rooted in the science of reading to help students build critical foundational skills. The district will support and monitor implementation of this program through instructional walk-throughs led by each principal. Each school will also have an “AMIRA CHAMPION,” who will support implementation of this resource.

Benchmark Advance Steps to Advance (Grades 2-5) does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade,” Develop awareness of the segments of sounds in speech and how they link to letters (Recommendation 2) and teach students to decode words, analyze word parts, and write and recognize words (Recommendation 3), and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Recommendation 4). These practices were found to show “STRONG EVIDENCE,” meaning that they have significant positive impacts on student reading achievement. The recommendations were built into the program through explicit and systematic instruction that help students develop awareness of

segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. All comprehension components of Benchmark Steps to Advance meet “STRONG and MODERATE EVIDENCE” according to IES Practice Guide Recommendation(s) included in “Providing Reading interventions for students in Grades 4-9:” build students’ decoding skills so they can read complex multisyllabic words (Recommendation 1), provide purposeful fluency-building activities to help students read effortlessly (Recommendation 2), routinely use a set of comprehension-building practices to help students make sense of the text (Recommendation 3) and provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information. The district will support and monitor implementation of this program through instructional walk-throughs led by each principal.

Orton Gillingham Approach (K-2) breaks down reading and spelling into smaller tasks involving letters and sound and then builds over time. The method is direct and explicit, meaning that students learn the structure of a given sound or word and how it fits into the greater framework of the English language. The approach also emphasizes the importance of teaching strategies sequentially, starting with the more common and predictable sound-symbol connections in English before moving on to more advanced and less predictable concepts. This approach aligns to the IES Practice Guide: “Foundational Reading Skills to Support Reading for Understanding in Grades K-3 states 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) 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 materials requested allow teachers to implement recommendations 2, 3, and 4 from the What Works Clearinghouse IES Educator Practice Guide “Foundational Reading Skills to Support Reading for Understanding in Grades K-3” with increased fidelity and effectiveness. They support students (and teachers of those students) in the early stages of reading acquisition while scaffolding students to more advanced levels of literacy. The district will support and monitor implementation of this program through instructional walk-throughs led by each principal.

UFLI (Grades 3-5) does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: “Foundational Reading Skills to Support Reading for Understanding in Grades K-3” states 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) 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 materials requested allow teachers to implement recommendations 2, 3 and 4 from the What Works Clearinghouse IES Educator Practice Guide “Foundational Reading Skills to Support Reading for Understanding in Grades K-3” with increased fidelity and effectiveness. They support students (and teachers of those students) in the early stages of reading acquisition while scaffolding students to more advanced levels of literacy. The district will support and monitor implementation of this program through instructional walk-throughs led by each principal.

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

Students with a disability, students with an Individual Education Plan (IEP), and students who are English language learners follow the district’s decision trees for guidance in identifying the specific target area of intervention. The materials that are utilized are listed above which may include: AMIRA, Orton-Gillingham Approaches, Benchmark Advance Hello, Benchmark Advance Steps to Advance, and UFLI.

Specifically for English language learners: Benchmark Advance Express and Benchmark Advance Hello does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program used for emerging multilingual students: Foundational Reading Skills to Support Reading for Understanding in Grades K-3 investing instructional time for “teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge” (Recommendation 1) and to “Develop awareness of the segments of sounds in 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 IES Practice Guide “Effective Literacy and English Language Instruction for English Learners in the Elementary Grades” states “providing intensive small-group reading interventions” (Recommendation 2) and “providing extensive and varied vocabulary instruction” (Recommendation 3) are evidence-based strategies. These practices were found to show “STRONG EVIDENCE,” meaning that they have significant positive impact on students. The district will support and monitor implementation of this program through instructional walk-throughs led by each principal.

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

A multisensory intervention is one that promotes the integration of all modalities working together in an orchestrated fashion. This means the student uses the ear, eye, mouth, and touch simultaneously to enhance memory, link what is known to what is new or novel, and for learning written language. Some commonly used multisensory or multimodal activities used in literacy activities are Elkonin or sound boxes, manipulation of magnetic letters when working with words, connecting phonemic awareness to phonics practices, and orthographic mapping activities. Through instruction of the programs and practices listed for Tier 3, teachers enhance the instruction through multisensory approaches.

Number of times per week interventions are provided:

Tier 3 interventions are provided to students 4-5 times per week.

Number of minutes per intervention session:

Students will receive at minimum an additional 10 minutes beyond the Tier 2 intervention. Sessions should be approximately 20-30 minutes total.

Explain how the effectiveness of Tier 3 interventions are monitored.

The Chief of Elementary School, Director of Elementary Curriculum, ELA Program Specialists, administrators, SWST Teams, grade level teams, and individual teachers will be responsible for the fidelity of interventions. Through SWST meetings, the fidelity and effectiveness of Tier 3 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 intentionally plan for and modify the effectiveness of Tier 3 reading interventions.

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

The Chief of Elementary School, Director of Elementary Curriculum, ELA Program Specialists, administrators, SWST Teams, grade level teams, and individual teachers will be responsible for the fidelity of interventions. Through SWST meetings, the fidelity and effectiveness of Tier 3 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 3 reading interventions.

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

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

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

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

Summer Reading Camp will begin June 3, 2024 and end July 11, 2024 with a one-week break July 1-4 2024. It will be offered Monday-Thursday from 8:30 a.m. to 1:30 p.m. (5 hours per day). Summer Reading Camp is staffed with teachers who are currently evaluated as highly effective and endorsed/certified in Reading.

The curriculum resources used in Summer Reading Camp are designed to follow evidence-based, explicit, systematic, and multi-modal instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Materials include UFLI Foundations for phonemic awareness and phonics. Reader's Theater and Poetry with daily mini-lessons focused on prosody with the strategy of repeated readings for fluency. Vocabulary materials will focus on the affix lessons from UFLI Foundations. Interactive Read aloud supports oral language development. Comprehension materials will be based on the standards-aligned Benchmark Advance Units and Magnetic Reading. Small group instruction will follow a framework comprised of word work practice, targeted reading skills focus with an instructional level text or i-Ready scaffolded text, and opportunities for writing in response to text read.

Teachers of Summer Reading Camp were trained by the District's Elementary ELA Program Specialists on the evidence-based instruction methods listed on the daily lesson plan. Tier 1 Progress Monitoring data from Spring 2024 will be compared to Tier 1 Progress Monitoring end of summer data as well as SAT 10, i-Ready, and Amira testing.

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

Yes/No

No

Grades 6-8

4. Grades 6-8 Assessments

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

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
i-Ready Diagnostics	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 2 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
i-Ready Standards Mastery	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 2 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Phonics for Reading Placement Test	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 2 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Phonics for Reading Unit Check-Ups	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 2 x Year

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
CommonLit 360 Unit Assessments	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 2 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

The district uses FAST data and i-Ready diagnostics to identify students in need of Tier 2 and Tier 3 interventions. The district identifies students with a deficiency in reading following the state’s criteria. The district creates an Assessment/Curriculum Decision Tree with the criteria that administrators utilize to identify and place students in Tier 2/Tier 3 intensive reading courses. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided support as needed.

Grades 6-8 Decision Tree
Beginning of year data
IF the student meets the following criteria at the beginning of the school year: Scored a level 3 or above on the 2023-2024 FAST assessment PM 3.
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. 6-8: McGraw Hill’s StudySync is the core curriculum for Middle School ELA courses in Sarasota County Schools. Ed Reports, a highly regarded K-12 curriculum review committee, evaluated StudySync and rated the following three gateway areas with strong evidence: Text Quality and Complexity, Building Knowledge, and Usability. StudySync provides:</p> <ul style="list-style-type: none"> • explicit vocabulary instruction (strong evidence according to What Works Clearing House, WWC) • direct and explicit comprehension strategy instruction (strong evidence according to WWC) • opportunities for extended discussion of text meaning and interpretation. (moderate evidence according to WWC) • student motivation and engagement in literacy learning. (moderate evidence according to WWC) • available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (strong evidence according to WWC)
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students score at or above expectations on the following screeners and progress monitoring assessments: FAST</p>

Grade 6- Level 3 or above

Grade 7-Level 3 or above

Grade 8-Level 3 or above

i-Ready Diagnostic Assessment:

Grade 6 - Above 616

Grade 7- Above 632

Grade 8- Above 642

Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier 1 instruction will be monitored by school administrators, Literacy Coaches, PLCs, teachers, and support staff through data analysis and review. Data will be accumulated from formative classroom data, benchmark aligned common assessments, and FAST assessments. Walkthrough observations performed by ELA/IR Program Specialists and administrators, will help monitor the effectiveness of Tier 1 instruction and identify professional learning supports/needs.

At a school level, Collaborative Planning Teams, Literacy Coaches, Literacy Interventionists, Data coaches, and administrators will monitor i-Ready diagnostics, common assessments, Standards Mastery, and FAST progress monitoring data. At a district level, the Program Specialists will gather data from the school level, identify instructional learning gaps, and then discuss with the school teams ways to address areas of concern.

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

Reviewing lesson plans, walkthrough data, attending PLCs, and progress monitoring data will assist with improving the effectiveness of Tier 1 instruction. Quantitative and qualitative data from the district and school level will be collected and reviewed to determine areas of strengths and weaknesses. Areas of weakness will be reviewed by the curriculum team and will be used to formulate a professional learning opportunity to address the areas of concern.

Year at a Glance documents (YAGs) are posted on a teacher Schoology resource hub for English Language Arts teachers to determine sequencing and expected mastery of standards to support teacher planning for effective Tier 1 instruction. Additional resources are included in the YAG and Schoology hub to support the level of Tier 1 instruction with digital scaffolds built into the core curriculum for ESOL and ESE students. In addition to supporting planning for effective instruction, the hub also includes data analysis resources to guide PLCs in planning and supporting Tier 1 instruction.

Teachers will maintain high impact teaching strategies, including Fisher and Frey’s Gradual Release of Responsibility Model, along with graphic organizers and other ‘as-needed’ scaffolds to support a multi-faceted implementation of engaging and rigorous lessons to meet the needs of Tier 1 students.

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

Students who score below a Level 3 on the 2023-2024 FAST assessment PM 3 and/or those students scoring below expectation on 2023-2024 PM 1 and PM2 benchmarks will have Tier 2 interventions embedded in their ELA and IR classrooms.

iRDI Cut Scores

Most districts and schools are interested in understanding which students may be struggling as readers. To do so, Curriculum Associates has identified specific *i-Ready Diagnostic* for Reading scores for each testing window and grade that may be considered indicators of possible reading difficulty that could require further investigation (see Table 1).

Table 1: iRDI Cut Scores

Students below these cut scores may have reading difficulties that require further investigation.

Grade	BOY* Diagnostic/Fall Cut	MOY* Diagnostic/Winter Cut	EOY* Diagnostic/Spring Cut
6	566	573	580
7	583	589	595
8	594	600	606

Beginning of year data

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

Students score below grade level on the previous year's Progress Monitoring performance (i.e., FAST and i-Ready) or teacher recommendation indicates a need.

Based on the WIDA ACCESS assessment, the student will be placed in an appropriate ESOL Elective course, either English Language Development (ELD) for students scoring 1.0-2.0 on WIDA ACCESS, or Developmental Language Arts-Reading (DLA-R), for students scoring 2.0-3.0 on WIDA ACCESS. Both courses are considered tier 2 and 3 interventions. In addition, all active English Language Learners (LYs) will receive their own bilingual Word to Word or Heritage Language to English dictionary to carry with them throughout the school year.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

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

High quality small group instruction focusing on specific areas of need during instructional time and extended periods of support, such as tutoring, are practices used for Tier 2. Programs used in the small groups are i-Ready grade level reading and support, i-Ready instructional toolbox, i-Ready and the district adopted core curriculum, MGH StudySync. StudySync offers a Reteach Feature and Spotlight Skills to target specific areas of need based on student data.

The interventions are supported with strong evidence through What Works Clearinghouse. All programs, the materials, and the strategies are evidence-based and supported by a strong pedagogy for teaching and learning. Student data will be monitored and then applied to continue to support these programs, materials, and interventions. What Works Clearinghouse supports intensive interventions for our striving readers and is focused on their individual needs through selecting the appropriate materials from the i-Ready Instructional Toolbox. The i-Ready Personalized Reading Instruction program follows ESSA requirements that are research-based and shows moderate evidence.

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

Students with an Individual Educational Plan (IEP) are supported with best practices and through ESE support staff. Teachers utilize graphic organizers, text marking strategies, morphology strategies, and accountable talk structures and language stems to support the student's IEP. All teachers have access to a list of ELL accommodations and student WIDA scores. As well as "can do" descriptors to support teachers in matching tasks/modifications to the student's WIDA proficiency level.

Number of times per week interventions are provided:

3-5 times per week.

Number of minutes per intervention session:

10-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

The effectiveness of Tier 2 interventions will be determined through growth in common assessments, i-Ready Standards Mastery, i-Ready diagnostics, and FAST PM benchmarks.

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

Interim progress monitoring through formative assessments, classroom discussion, class assignments, and student data tracking procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions. PLCs will review the data and determine areas that need additional support.

At the district level, the Chief of Middle Schools, in collaboration with the ELA and IR program specialists will work alongside the literacy leadership team and secondary curriculum directors to ensure the fidelity of the interventions and determine the next course of action to modify the level of effectiveness for Tier 2 interventions.

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

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

iRDI Cut Scores

Most districts and schools are interested in understanding which students may be struggling as readers. To do so, Curriculum Associates has identified specific *i-Ready Diagnostic* for Reading scores for each testing window and grade that may be considered indicators of possible reading difficulty that could require further investigation (see Table 1).

Table 1: iRDI Cut Scores

Students below these cut scores may have reading difficulties that require further investigation.

Grade	BOY* Diagnostic/Fall Cut	MOY* Diagnostic/Winter Cut	EOY* Diagnostic/Spring Cut
6	566	573	580
7	583	589	595
8	594	600	606

Beginning of year data

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

Students score below level 2 on the prior year’s FAST PM 3. Based on the WIDA ACCESS assessment, the student will be placed in an appropriate ESOL Elective course, either English Language Development (ELD) for students scoring 1.0-2.0 on WIDA ACCESS, or Developmental Language Arts-Reading (DLA-R), for students scoring 2.0-3.0 on WIDA ACCESS. Both courses are considered tier 2 and 3 interventions. In addition, all active English Language Learners (LYs) will receive their own bilingual *Word to Word* or heritage language to English dictionary to carry with them throughout the school year.

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

Intensive, Individualized Instruction/Interventions

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

- Ready Reading Books - For intensive reading students where they can read, annotate, and chunk the text, with scaffolds to build fluency, vocabulary, and comprehension. (Tier 2-3)
- CommonLit 360 – Digital platform that provides grade level text based on theme related texts. The texts can also be printed. This program increases student engagement and builds reading stamina for our striving/reluctant readers. (Tier 2-3)

- Phonics for Reading – A phonics intervention program that strengthens decoding skills by providing targeted, explicit, and systematic instruction with accelerated practice in the foundational skills for striving readers, in order to become fluent and independent readers of grade level text. (Tier 3)

The Phonics for Reading intervention is supported with strong evidence by aligning the research-based program with the national findings from The National Reading Panel Report (2000), *Evidence-Based Reading Instruction for Adolescents Grades 6-12* (Hougen, 2014), and *Provided Reading Interventions for Students in Grades 4-9* (Vaughn et al., 2022). The explicit and systematic instruction within this phonics intervention program focuses on delivering the proper skills in the correct order to address and close the specific needs of the students. According to ESSA, Ready books show promising evidence towards student success and high scores on state assessments.

CommonLit 360 incorporates all strands of Scarborough’s Rope to accelerate the learning of our striving readers through the structure of the units and ongoing assessments to show promising evidence. According to ESSA, CommonLit shows promising evidence for Tier 3 interventional support due to its strong grounding in best practices and high academic support.

What Works Clearinghouse supports the procedures and practices in place for student improvement. All programs, the materials, and the strategies are evidence-based and supported by a strong pedagogy for teaching and learning. Student data will be monitored and then applied to continue to support these programs, materials, and interventions.

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

Students with an Individual Educational Plan (IEP) are supported with Best Practices and through ESE support staff. Teachers will utilize graphic organizers, text marking strategies, morphology strategies, and accountable talk structures and language stems to support the student’s IEP. All teachers have access to a list of ELL accommodations and student WIDA scores. As well as “can do” descriptors to support teachers in matching tasks/modifications to the student’s WIDA proficiency level.

Number of times per week interventions are provided:

4-5 times per week.

Number of minutes per intervention session:

20-50 minutes per week.

Explain how the effectiveness of Tier 3 interventions are monitored.

Interim progress monitoring through formative assessments, unit check-ins, classroom discussion, class assignments, and student data tracking will all indicate the effectiveness of Tier 3 interventions. PLCs will review the various data points to determine areas that need additional support.

At the district level, the IR program specialist will work alongside the literacy leadership teams and Literacy and Data coaches to ensure the fidelity of the interventions and determine the next course of action to modify the level of effectiveness for Tier 3 interventions.

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

The secondary curriculum directors, ELA and IR program specialists, literacy leadership teams, Literacy and Data Coaches, SWST teams, grade level teams, support staff, and individual teachers will be responsible for the fidelity and effectiveness of the interventions. Through utilizing the PLCs and SWST meetings, the effectiveness of Tier 3 interventions will continue to be evaluated and altered, depending on the data and student responses. Professional Learning is offered to teachers for continuous support in the progress-solving process of Tier 1-Tier 3 instruction, ensuring that research-based interventions are occurring and aligned with the benchmarks and instruction. On-

going coaching support will be provided to ensure the fidelity of the Phonics for Reading intervention program is implemented with fidelity. Once a month, Literacy Interventionists and Literacy Coaches will meet with the ELA and IR program specialists to review progress monitoring assessment data and identify areas of support needed.

Grades 9-12

7. Grades 9-12 Assessments

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

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Read 180 Reading Inventory	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 All FAST PM3 Level 1 Students scoring Level 1 for 3 consecutive years	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Read 180 Phonemic Inventory	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 All FAST PM3 Level 1 Students scoring Level 1 for 3 consecutive years	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Read Code Assessment	All FAST PM3 Level 1 Students scoring Level 1 for 3 consecutive years and scoring below 600L on Reading Inventory	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
DSAT/ACT/CLT	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 All FAST PM3 Level 1-2	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
ChalkTalk	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 All 11/12 grade students who have not yet met the passing FAST score or concordant required for graduation	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
FAIR ToolKit/ FDOE Phonics Inventory	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 All FAST PM3 Level 1 or 2 as needed if (Read180 or ChalkTalk indicators show further diagnostics are needed.	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?

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

Schools utilize a combination of historical FSA/FAST data, standards aligned testing (Savvas My Perspectives Assessments) and the Read [180 Inventories](#) to determine placement for Tier 2 and Tier 3 interventions.

ELA teachers identify all FAST Level 1 & 2 students and use FAST data to determine comprehension and/or vocabulary areas for Tier 2 interventions.

Students who have 3 or more years at Level 1 on the FAST will receive additional diagnostic testing utilizing the Read 180 Reading and Phonics Inventories. This district creates an Assessment/Curriculum Decision Tree with the criteria that administrators utilize to identify and place students in Tier 2/Tier 3 intensive reading courses. Administrators are trained in using the Decision Tree for proper student placement into intervention and provided support as needed. We encourage accurate identification and placement of students requiring an intensive reading course for each upcoming school year. The FAIR Toolkit is used if areas beyond vocabulary and comprehension difficulties exist. The FAIR Fluency probe is used to determine fluency interventions. If a student scores below 90 WCPM, the Intensive Reading teacher administers the FAIR Phonics Inventory to establish further intervention needs.

Grades 9-12 Decision Tree
Beginning of year data
<p>IF student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Scored <u>a level 3 or above</u> on the 2023-2024 ELA FAST Assessment on PM 3 (Grades 9-10)</p>
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>Savvas – <i>myPerspectives</i> is the core resource in high school English Language Arts classrooms. This resource features best practice vocabulary routines that emphasize an integrated approach to context clues and morphemic analysis of vocabulary, which supports the B.E.S.T standards. <i>myPerspectives</i> also supports integrated listening and speaking activities and close reads to increase student comprehension through analysis of word study, textual analysis, author’s craft, and research & writing routines.</p> <p><i>myPerspectives</i> has the following evidence to support the materials:</p> <ul style="list-style-type: none"> • Shows promising evidence from ESSA. • According to EdReports, <i>myPerspectives</i> as an ‘All Green’ rating, indicating top performance across all tested gateways: text quality, building knowledge, and usability. • According to Jem & R, LLC, students using <i>myPerspectives</i> achieved significant growth on the Measure of Academic Progress and achieved accelerated learning gains compared to the MAP

norm group. Growth was seen across all tested sub-groups of students.

- Growth was in all 6 strands: informational text, literacy text, vocabulary acquisition/use, grammar usage, writing conventions and mechanics and writing strategies.

[ESSA Rating for myPerspectives by Savvas](#)

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

Students score meeting expectations or above on the following screeners and progress monitoring assessments based on the following performance criteria.

FAST

Grades 9 – Level 3 or above

Grades 10 – Level 3 or above

Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier 1 instruction is being monitored through data chats with administrators, PLCs, and individual teachers. Data is derived from FAST assessments, standards-based common assessments, and formative classroom data. Observations and walkthroughs by administration and the ELA Program Specialists also help monitor Tier 1 instruction's effectiveness. 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 instruction and/or curriculum provided to students?

Analysis of Reading benchmark data, lesson plans, PLC 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. Areas of weakness will be reviewed by the curriculum team and will be used to formulate a professional learning opportunity to address the areas of concern.

There are Curriculum Maps/Year at a Glance (YAG) for English Language Arts on Schoology that all teachers can access and utilize to determine sequencing and expected mastery of standards to support their planning for effective Tier 1 implementation. The Maps have resources and information to support Professional Learning Communities (PLCs) in effectively identifying grade level benchmark tasks and expectations. The Maps/YAGs also have tools to support PLCs in tracking student growth and problem-solving areas of support to ensure effectiveness of Tier 1 instruction.

Teachers will include high impact teaching strategies, including Fisher and Frey's Gradual Release of Responsibility Model, along with graphic organizers and other effective instructional methods to provide high quality Tier 1 Instruction.

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

Students who show negative, or stagnant growth, between AP 1 and AP2 FAST assessments will have Tier 2 interventions added into their ELA course.

Beginning of year data

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

(Enter assessment criteria that will be used.)

Students score a Level 2 on FAST AP3 in at least one of the prior 3 years.

Based on the WIDA ACCESS assessment, the student will be placed in an appropriate ESOL Elective course, either English Language Development (ELD) for students scoring 1.0-2.0 on WIDA ACCESS, or Developmental

Language Arts-Reading (DLA-R), for students scoring 2.0-3.0 on WIDA ACCESS. Both courses are considered Tier 2 and 3 interventions. In addition, all active English Language Learners (LYs) will receive their own bilingual *Word to Word* or heritage language to English dictionary to carry with them throughout the school year.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

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

MyPerspectives offers accessible leveled texts, graphic organizers to support comprehension, and supplemental

grammar & vocabulary interventions to support targeted interventions to meet the needs of Tier 2 students.

The *MyPerspectives* curriculum holds promising evidence.

The strategies used are in alignment with the following IES Practice Guide Recommendations to 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;
- Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text
 - o Part 3A. Build students' world and word knowledge so they can make sense of the text;
 - o Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read;
 - o Part 3C. Teach students a routine for determining the gist of a short section of text;
 - o Part 3D. Teach students to monitor their comprehension as they read, strong evidence;
- Recommendation 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.

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

English Language Learners are supported by the English Language Development (ELD) course, which utilizes best practices in vocabulary and language acquisition. This supports their core ELA ESOL course which utilizes the carefully selected texts from the SAVVAS core curriculum to teach grade level standards. As students gain language acquisition, they will transition from ELD to a DLA-R, which follows the IES Practice Guide "Providing Reading Interventions for Students in Grades 4–9."

- Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words;
- Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly;
- Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text;
- Recommendation 4: Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information

Students with Individual Educational Plan (IEP) are supported with best practices as outlined in their IEP, under the consultation of the ESE team. Explicit instruction will be utilized, as outlined in the IES Practice Guide "Providing Reading Interventions for Students in Grades 4–9."

- Recommendation 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

- Recommendation 3C: Teach students a routine for determining the gist of a short section of text;
- Recommendation 3D: Teach students to monitor their comprehension as they read;

Teachers will utilize graphic organizers, text marking strategies, syllabication strategies, morphology strategies as necessary to support the student’s IEP.

Number of times per week interventions are provided:

3 times per week

Number of minutes per intervention session:

10-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

The effectiveness of Tier 2 interventions is monitored through data analysis of student results common and formative assessments by school level teams, and the district’s Curriculum and Instruction team. Classroom observation and walkthrough data is also gathered and analyzed by school teams and the district’s Curriculum and Instruction team.

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.

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

At the district level, the Chief of High Schools in collaboration with the Director of Curriculum and Instruction and the ELA and ELL Program Specialists will be responsible for the fidelity of interventions. Student Services personnel support the whole child as well as the academic needs of the child.

Teams of administrators and district leaders will be participating in professional learning to enhance their skill in recognizing appropriate interventions. This will include PLC visits to monitor fidelity and effectiveness of Tier 2 interventions. The High School Decision Trees are given to each instructor through Schoology to plan for and modify the effectiveness of Tier 2 reading interventions.

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

Declining performance on progress monitoring or stagnant growth will result in the consideration of additional supports.

Beginning of year data

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

Enter assessment criteria that will be used.)

Students score a FAST Achievement Level 1 for 3 or more years and/or a Lexile measure below 600L

Quantitative Measures		
Grade Level	Flesch-Kincaid	Lexile
K – 1st	-1.3 – 2.18	BR – 430L
2nd – 3rd	1.98 – 5.34	420L – 820L
4th – 5th	4.51 – 7.73	740L – 1010L
6th – 8th	6.51 – 10.34	925L – 1185L
9th – 10th	8.32 – 12.12	1050L – 1335L
11th – 12th	10.34 – 14.2	1185L – 1385L

Based on the WIDA ACCESS assessment, the student will be placed in an appropriate ESOL Elective course, either English Language Development (ELD) for students scoring 1.0-2.0 on WIDA ACCESS, or Developmental Language Arts-Reading (DLA-R), for students scoring 2.0-3.0 on WIDA ACCESS. Both courses are considered Tier 2 and 3 interventions. In addition, all active English Language Learners (LYs) will receive their own bilingual *Word to Word* or heritage language to English dictionary to carry with them throughout the school year.

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

Intensive, Individualized Instruction/Interventions

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

Read 180 Comprehension and Code are the primary resources utilized for Intensive Reading in grades 9 & 10. Teachers are instructed to use this program with fidelity.

Houghton Mifflin Harcourt’s (HMH) Read 180 Comprehension and Code are the Tier 3 intervention programs for grades 9-10. It includes explicit, systematic, and differentiated instruction through both whole group and small group instruction. HMH Read 180 exhibits Tier 1 strong evidence based on ESSA guidelines.

[ESSA Rating for Read 180 by HMH](#)

[ESSA Rating for Code by HMH](#)

The following IES Practice Guide Recommendations support the implementation of 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;
- Recommendation 3: Routinely use a set of comprehension building practices to help students make sense of the text;
 - o Part 3A. Build students’ world and world knowledge so they can make sense of the text;
 - o Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read;
 - o Part 3C. Teach students a routine for determining the gist of a short section of text;
 - o Part 3D. Teach students to monitor their comprehension as they read, strong evidence;

- Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, moderate 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.

Reading teachers will continue to receive training on implementation strategies for multisensory interventions. Through site-based professional learning, all reading teachers will be pulled at pre-defined times (3 times) for structured data analysis to ensure teachers analyze and utilize their student data to inform reading interventions. Further training will continue with phonics and vocabulary related instruction on an individualized basis for teachers.

ChalkTalk is the primary resource utilized for Intensive Reading for Grades 11-12 students who have not yet met the graduation requirement passing the FAST with a Level 3 in grade 10 or who have earned a concordant score on the SAT/ACT/CLT.

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

Read 180 and CODE resources from HMH.

Number of times per week interventions are provided:

4-5 times per week

Number of minutes per intervention session:

20-30 minutes per session

Explain how the effectiveness of Tier 3 interventions are monitored.

Tier 3 interventions are monitored through the Reading and Phonics Inventories as well as Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness.

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

Teachers will receive professional learning and on-going support to ensure that READ 180 Comprehension and Code are being implemented with fidelity. Progress monitoring assessments will be conducted at the end of every nine weeks to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly meetings with their site-based Literacy Coach.

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

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs.

- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction.
- Differentiate and intensify professional learning for teachers based on progress monitoring data.
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Multi-Level (K-12)

Science of Reading Training(s): State Regional Literacy Directors (SRLDs) will provide professional learning on the Science of Reading for ELA teachers, coaches, and administrators. The topics of professional learning include: Scaffolding Grade Level Text and Tasks, Connections between Reading and Writing, Cultivating Conversations (Oral Language), and B.E.S.T. Writing.

Additionally, a district pathway will be created, providing 40 hours of professional learning anchored in the Science of Reading. Topics may include an Introduction to the Science of Reading, Phonemic Awareness and Phonics, vocabulary Development, Fluency, Reading Comprehension, Writing and Its Connection to Reading, Differentiated Instruction and Interventions, and Data-Driven Instruction.

Orton Gillingham –This professional learning may help teachers adjust instruction as needed when gaps in literacy understanding become evident.

Dyslexia Certification – Through the Strauss Reading Initiative, several of our Program Specialists have completed the Dyslexia Certification process to inform their own practice and are prepared to share new knowledge and best/evidence-based strategies with the teachers within their scope of work.

Model Classrooms: Through the support of ELA Program Specialists and Literacy Leadership Teams, model classrooms will be established and used to support teachers in learning and implementing evidence-based best practices and instructional methods.

Additional Elementary: (K-5)

Progress Monitoring Update Training: The Elementary ELA Program Specialists will focus professional learning in SY 23-24 on Progress Monitoring Updates including Decision Trees reflected within the CERP and the utilization of the resources to support reading interventions.

UFLI Foundational Skills and Structured Literacy: The Elementary ELA Program Specialists will focus professional learning on helping teachers implement phonemic awareness and phonics instruction based on explicit, systematic, sequential, and multi-sensory approaches that align to B.E.S.T. foundational standards and science of reading.

Data-Driven Response Plan Support: Professional learning of instructional materials will be provided for Benchmark Advance and Heggerty. This learning is geared toward new teachers or teachers who may need a refresher of curriculum.

Core Curriculum Resource Training: Professional learning of instructional materials will be provided for Benchmark Advance and Heggerty. This learning is geared toward new teachers or teachers who may need a refresher of curriculum.

Connecting Reading and Writing within Tier 1 Instruction: Professional learning centered around the

Tier 1 core curriculum of Benchmark Advance will be provided with a focus on teaching connecting reading and writing within a unit of instruction.

4) Professional Development (Rule 6A-6.053(2), F.A.C.)

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Flamingo Small Group Instruction Training (University of Florida) – Through the Strauss Reading Initiative, Elementary Classroom Teachers learn more about structured literacy and how this small group teaching approach may be helpful and implemented with their students in grades K-2 around foundational literacy skills. This initiative is expected to be multi-year, and we look forward to including more schools/teachers beyond the SY 24-25.

School-Based Menu of Options: Elementary ELA Program Specialists will support individual schools and teams of teachers with professional learning needs based on each school's data analysis from CPTs, LLTs, and literacy walkthrough data.

Additional Middle: (6-8)

Achievement Level Descriptors – Continue to provide professional learning for our ELA teachers in cementing their understanding of what mastery of the BEST ELA standards looks like and how to stretch students' thinking.

Phonics for Reading: We provided a 3-hour Professional Learning session for all Intensive Reading teachers as well as ESE and ELL teachers, ESE Instructional Facilitators, to introduce them to this research-based instructional tool targeting explicit, sequential skill development for those students who may still have deficits in foundational reading. An additional 6 hour optional training provided more work on the instructional routines, pacing, and specific ways to implement this program for the best results to accelerate learning. We will continue to practice and refine our skillset throughout the 24-25 school year while monitoring student progress across the district.

Writing Rope – We will be developing a blended learning course based on Joan Sedita's work. This instructional framework identifies five components of writing skills that students must learn to become skilled writers: critical thinking, syntax, text structure, writing craft, and transcription. This work will support the reciprocity of reading and writing across all content areas.

Lift - prepares ELLs with the academic language and literacy skills they need to study cross-curricular subjects and literature that directly correlate to Florida's B.E.S.T. Standards. These materials are needed to support our ELL students who are levels 1-3 on WIDA and enrolled in English through ESOL ELA classes. This is a supplement to enhance the current ELA district curriculum (StudySync) in the double-block setting.

Intensive Reading Teachers – We will providing ongoing Professional Learning based on these teachers' unique needs on a quarterly basis. Agendas are developed based on data trends and patterns that have been gathered and analyzed across our middle schools.

School-Based Menu of Options: High School ELA and Intensive Reading Program Specialists will support individual schools and teams of teachers with professional learning needs based on each school's data analysis from CPTs, LLTs, and literacy walkthrough data.

Additional High School 9-12:

Implementation of Read 180 Curriculum: The implementation of the evidence-based resource, Read180 from HMH, teachers will be trained on the structures and practices of the curriculum. The professional learning of teachers will be grounded in the use of inventories, pre-assessments, and instructional resources aligned to the science of reading in order to provide strategic, specific instruction and interventions for students enrolled in Intensive Reading courses in grades 9 and 10.

Implementation of Chalk Talk: The implementation of the evidence-based resource, Chalk Talk, teachers will be trained on the structures and practices of the curriculum. The professional learning of teachers will be grounded in the use of inventories, pre-assessments, and instructional resources aligned to the science of reading in order to provide strategic, specific instruction and interventions for students enrolled in Intensive Reading courses in grades 11 and 12 that are preparing to re-take the FAST ELA assessment or attempt to earn concordant scores through ACT/CLT/SAT.

School-Based Menu of Options: High School ELA and Intensive Reading Program Specialists will support individual schools and teams of teachers with professional learning needs based on each school's data analysis from CPTs, LLTs, and literacy walkthrough data.

Content Area Reading and Writing: Core content courses in Math, Science, and Social Studies rely upon student literacy skills to support comprehension of course concepts, knowledge, and skill application. The incorporation of professional learning focusing on the development of content specific literacy strategies reinforces reading and writing learning in ELA classes. Teachers will be trained on how to embed literacy strategies in their Tier 1 Instruction.

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

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

Through the SoRT (Science of Reading Tutoring) grant, tutoring is available to any student in Grades K-5 who met criteria as being a Level 1 on FAST the previous year (PM 3) or predicted to be a Level 1 in PM 1 or PM 2. Students who meet this criterion are offered Amira Learning for tutoring practice of fluency and foundational skills. Amira Learning provides personalized tutoring to students by allowing students to read a story and then be given individualized tutoring through a variety of micro-interventions based on Science of Reading approaches to instruction.

Secondary schools may offer before, during, and after school sessions using data driven decisions to support unfinished learning and accelerate reading deficiencies. I-Ready toolbox provides scaffolded lessons and interactive tutorials to support personalized and differentiated instruction.

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

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

The district's plan of notifying parents of students identified with a substantial reading deficiency includes a parent notification letter fully outlining all components within [s. 1008.25\(5\)\(d\), F.S.](#) including:

- Child's current support services
- Identified area of deficiency
- Possible Good Cause Exemptions

- Eligibility for Good Cause
- Outline of 3rd grade Portfolio and Assessment Options
- Intervention Support
- Home Support, including the Read-At-Home Plan
- Enrollment Information for the New Worlds Reading Initiative
- Access and Eligibility criteria to New Worlds Scholarship
- Criteria for Mid-Year Promotion
- Notice of Acceptance of Service

Sarasota County Schools’ Read-At-Home Plan is shared with parents of students identified with a substantial reading deficiency. The plan is shared with parents at parent-teacher conferences, CARE meetings, SWST meetings, and linked to the Sarasota County Schools Parent Resources section of the district website.

Sarasota County School District has many community partnerships to strengthen support with family engagement. 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. Some examples of programs these partnerships support include: This Book is Cool, Dive into Reading, Strauss Reading grant, Attendance Awareness, and Summer Reading Challenge.

Family literacy nights ensure parents have engaging literacy activities and print-rich materials to practice and apply strategies with their children at home.

Sarasota County Schools utilize House Bill Three’s partnership with the New Worlds Reading Initiative for students in grades K-5 to receive books, which are shipped to their homes.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher’s performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who

	possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All Literacy Coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy Coaches are prohibited from performing administrative functions that will detract from their role as a Literacy Coach and spend limited time administering or coordinating assessments.
	g. Literacy Coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, Literacy Coaches, classroom instructors, support staff and parents.

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