

Manatee County Public Schools



2022-23 Reading Plan

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## Contact Information, Communication Plan, and Student Achievement Goals

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

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

| Contact                                | Name, Title, Email, Phone  |
|--|--|
| Main District Reading Contact          | Breslin, Laurie<br>Executive Director of Curriculum, Instruction, Professional Learning<br>breslinl2@manateeschools.net<br>941-751-6550 ext. 43075 |
| Assessment                             | McCarthy, Evan<br>Director of Research and Accountability<br>mccarthy@manateeschools.net<br>941-751-6550 ext. 43330                                |
| Data Element                           | McCarthy, Evan<br>Director of Research and Accountability<br>mccarthy@manateeschools.net<br>941-751-6550 ext. 43330                                |
| Multi-Tiered System of Supports (MTSS) | Bennett, Larissa<br>MTSS Coordinator<br>bennettl@manateeschools.net<br>941-751-6550 ext. 43019   |
| Secondary ELA                          | Breslin, Laurie<br>Director of Secondary Curriculum and Instruction<br>breslinl2@manateeschools.net<br>941-751-6550 ext. 43075                     |
| Third Grade Promotion                  | Nichols, Alison<br>ELA Curriculum Coordinator, K-5<br>nicholsa@manateeschools.net<br>941-751-6550 ext. 43007                                       |
| Reading Curriculum                     | Breslin, Laurie<br>Executive Director of Curriculum<br>breslinl2@manateeschools.net<br>941-751-6550 ext. 43075                                     |
| Summer Reading Camp                    | Marasco, Vanessa<br>ELA Coordinator K-5<br>marascov@manateeschools.net<br>941-751-6550   |
| Elementary English Language Arts (ELA) | Nichols, Alison<br>Director Elementary Curriculum<br>nicholsa@manateeschools.net<br>941-751-6550 ext. 43007  |
| Reading Endorsement                    | Nichols, Alison<br>Director Elementary Curriculum<br>nicholsa@manateeschools.net<br>941-751-6550 ext, 43007  |
| Professional Development               | Breslin, Laurie<br>Executive Director of Curriculum<br>breslinl2@manateeschools.net<br>941-751-6550 ext. 43075                                     |

**Communication of Plan Information**

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

The district will communicate the contents of the Comprehensive Evidence-Based Reading Plan by linking it to district and school websites, sharing it with district leadership during a Direct Reports

meeting, with the Principal Task Force, and at the PK-12 Principal Meeting at the beginning of the 22-23 school year. It will also be reviewed across the year during Small Group Principal meetings. Principals will be responsible for sharing the plan with staff members during staff meetings and with School PTO and SAC members. In addition, the plan will be shared with K-12 Literacy Coaches, the District Parent Task Force, and the District SAC. The Decision Trees will be embedded within the district's Student Progression Plan and MTSS Guide. Decisions Trees will also be shared at the above mentioned meetings.

## Student Achievement Goals - Part B

### Measurable Student Achievement Goals

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

#### ***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 47%***

#### ***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 50%***

#### ***Describe action steps to meet the district's kindergarten readiness goal.***

In order to meet the goal of 50%, the School District of Manatee County will address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards. The domains, or the areas of development, will be used to look at the developmental progression of skills and related abilities of children. The Coordinated Screening and Progress Monitoring (CSPM)/F.A.S.T. will be administered to determine students Kindergarten Readiness Rate. Prior to the administration of the screening instruments, parents of kindergarten students will be provided with information about F.A.S.T.

Students in public school VPK settings will be assessed three times a year using a state VPK Progress Monitoring Tool. For the individual student, these results will be used to identify learning needs, set instructional goals, monitor instructional progress, evaluate progress towards the end-of-year benchmarks and provide parents with student progress in the key elements of reading. For the classroom, these results can be used to create instructional groups, link instructional routines to support student progress, monitor student progress throughout the year, and inform parents of student success in the key elements of reading.

For students outside of the public school VPK setting, information from the Office of Early Learning will be communicated with families on suggested resources to support student learning. Additionally, students throughout the district, regardless of the PreK program, will be provided with supports, and resources through the district and community initiative, Soar In Four. These efforts will be carried forward to Title 1 Kindergarteners through Soar In 4. At registration, each Title 1 kindergartner and family is provided with materials and engagements to work on at home to support kindergarten readiness. The District will also invite Title 1 families to Soar In 4 events throughout the summer and school year that highlight educational learning engagements facilitated by expert educators and provides instructional resources to families. Our facilitators model how to play with and talk to their children in ways that will grow the children's knowledge and proficiency for kindergarten readiness as they introduce S.T.R.E.A.M. learning concepts that align with the standards and classroom curriculum.

#### ***Statewide English Language Arts Standardized Assessment:***

| Grade | Previous School Year<br>% of Students Scoring |       |       |       |       | Goal for Plan Year<br>% of Students Scoring |       |       |       |       |
|-------|---|-------|-------|-------|-------|---|-------|-------|-------|-------|
|       | Lvl 1   | Lvl 2 | Lvl 3 | Lvl 4 | Lvl 5 | Lvl 1                                       | Lvl 2 | Lvl 3 | Lvl 4 | Lvl 5 |
| 3     | 25  | 22    | 28    | 19    | 6     | 23  | 21    | 31    | 19    | 6     |
| 4     | 24  | 21    | 25    | 21    | 9     | 22  | 20    | 28    | 21    | 9     |
| 5     | 19  | 24    | 27    | 21    | 9     | 17  | 23    | 30    | 21    | 9     |
| 6     | 27  | 25    | 21    | 20    | 7     | 25  | 24    | 24    | 20    | 7     |
| 7     | 30  | 22    | 21    | 17    | 9     | 28  | 20    | 25    | 17    | 9     |
| 8     | 30  | 22    | 24    | 16    | 8     | 28  | 20    | 28    | 16    | 8     |
| 9     | 27  | 23    | 21    | 20    | 9     | 25  | 21    | 25    | 20    | 9     |
| 10    | 29  | 25    | 21    | 18    | 7     | 27  | 23    | 25    | 18    | 7     |

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

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

For each grade, K-2, 60% of students will meet student growth percentile on FAST/Star progress monitoring assessment from Fall to Spring.

### District Budget for Evidence-Based Reading Instruction Allocation

| Budget |  |                     |
|--------|--|---------------------|
| 1      | Estimated proportional share distributed to district charter   | <b>\$470,829.00</b> |
|        | FTE  | 2022-23             |
|        |  | \$470,829.00        |
| 2      | Reading coaches assigned to elementary schools                 | <b>\$419,402.40</b> |
|        | FTE  | 2022-23             |
|        | 5.0  | \$419,402.40        |
| 3      | Reading coaches assigned to secondary schools                  | <b>\$176,974.00</b> |
|        | FTE  | 2022-23             |
|        | 2.0  | \$176,974.00        |
| 4      | Intervention teachers assigned to elementary schools           | <b>\$0.00</b>       |
| 5      | Intervention teachers assigned to secondary schools            | <b>\$0.00</b>       |
| 6      | Supplemental materials or interventions for elementary schools | <b>\$675,356.50</b> |
|        | FTE  | 2022-23             |
|        |  | \$675,356.50        |
| 7      | Supplemental materials or interventions for secondary schools  | <b>\$419,400.00</b> |
|        | FTE  | 2022-23             |

|               |  |                       |
|---------------|--|-----------------------|
|               |  | \$419,400.00          |
| <b>8</b>      | <b>Intensive interventions for elementary students reading below grade level</b>                     | <b>\$47,776.00</b>    |
|               | FTE  | 2022-23               |
|               |  | \$47,776.00           |
| <b>9</b>      | <b>Intensive interventions for secondary students reading below grade level</b>                      | <b>\$0.00</b>         |
| <b>10</b>     | <b>Professional development</b>  | <b>\$158,973.10</b>   |
|               | FTE  | 2022-23               |
|               |  | \$158,973.10          |
| <b>11</b>     | <b>Helping teachers earn the reading endorsement</b>   | <b>\$40,000.00</b>    |
|               | FTE  | 2022-23               |
|               |  | \$40,000.00           |
| <b>12</b>     | <b>Summer reading camps</b>  | <b>\$360,000.00</b>   |
|               | FTE  | 2022-23               |
|               |  | \$360,000.00          |
| <b>13</b>     | <b>Additional hour for 300 lowest-performing elementary schools</b>                                  | <b>\$0.00</b>         |
| <b>14</b>     | <b>Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.</b> | <b>\$93,408.00</b>    |
|               | FTE  | 2022-23               |
|               |  | \$93,408.00           |
| <b>Total:</b> |  | <b>\$2,862,119.00</b> |

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

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

Funds will go towards the SIPPS Intervention program including professional development to be used with students in K-3 who have a substantial deficiency in reading. Funds will also go towards elementary literacy coaches whose work will prioritize K-3 teachers and students. A K-2 Literacy Specialist, 3-5 Literacy Specialist, and district specialists will provide tiered support to work with teachers and students through modeling of explicit, systematic, and multisensory instruction and interventions.

## School Literacy Leadership Teams

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

The plan will be communicated to principals during a principal meeting in July and will be revisited during future principal meetings.

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

The Executive Director of Curriculum and Instruction will collect rosters from each school through Microsoft Forms.

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

The State Regional Literacy Directors will offer training and support on effective school literacy teams. After the plan is shared with principals, the Executive Directors will support and monitor meeting minutes through Microsoft Teams to ensure compliance.



## Professional Development

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

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

The district provides professional learning opportunities for teachers and administrators throughout the school year. Summer professional development will provide trainings for teachers in the areas of evidenced-based instructional materials, B.E.S.T. standards, explicit and systematic instructional practices, multisensory intervention strategies, and foundational literacy strategies. Additional trainings will be provided during pre-service week as well as follow-up trainings throughout the year. To differentiate and intensify professional development for teachers, coaches will model high impact practices and strategies from a shared checklist to enhance teachers' integration of 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. Coaches will support microteaching informed by a problem of practice to engage teachers in critical reflection of teaching/learning evidenced in student work. Additionally, school-based administrators will be provided with a catalog of professional development opportunities to recommend to teachers as needed based on classroom observations/ walkthroughs and progress monitoring data. During small group principal and assistant principal meetings, school-based administrators will receive professional development on building teacher capacity grounded in high impact practices supported by instructional look-fors. Principals are also encouraged to include common planning time in the school's master schedule for grade level/department teams to meet weekly and engage in professional development.

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

Small group principal meetings

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

Executive Director of Curriculum, Directors of Curriculum, Associate Directors of HR

### Charter Schools

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

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

Yes

## Literacy Coaches

### Literacy Coaches - Part A

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

#### Coaches must possess the following:

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

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

Coach services and supports are determined based on district and state assessment data. The schools are tiered according to greatest need and coaches are placed at school sites to provide targeted support to highest need schools. All literacy coaches are reading endorsed or reading certified.

#### Upload rubric, if applicable

The following documents were submitted as evidence for this section:

*No files were uploaded*

## Literacy Coaches - Part B

### Requirements of the Just Read, Florida! Coaching Model

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

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

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

Yes

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

**If yes, please complete the next section:**

**How are these requirements being communicated to principals?**

Small group principal meetings

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

Coaching logs and district/school data will be reviewed to determine ongoing coaching support and monthly professional development coaching opportunities. Additionally, Professional Learning Communities guided by assessment data inform collaborative, job-embedded time for teachers to collaborate, research, conduct lesson studies and plan instruction.

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

Curriculum and Title I Coordinators receive and review the coaching logs for time allocated to supporting teams of teachers, individual teachers, and personal professional development centered on honing their craft and refining coaching cycles for increased impact on student achievement.

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

Monthly

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

Curriculum and Title I Departments will facilitate principal-coach clarifications of parameters of coaching role and expectations of job responsibilities; Monitor district created coaching logs to determine differentiated coaching support at schools.

## District-Level Monitoring of Plan Implementation

### District-Level Monitoring - Part A

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

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

### Assessments

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

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

| Name of the Assessment | To whom is the assessment administered? | Assessment type                                       | What component of the reading/ strand of standard is being assessed?               | How often is the data being collected?               |                     |
|------------------------|---|---|--|--|---------------------|
| FAST - STAR            | PreK-2                                  | Screener, Progress Monitoring, Summative              | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year   |                     |
| FAST - Cambium         | 3-10                                    | Screener, Progress Monitoring, Summative              | Vocabulary, Comprehension  | 3 x A Year   |                     |
|                        | K-1                                     | Progress Monitoring, Formative Assessment             | Phonological Awareness   | 3 x A Year   |                     |
|                        | K-5                                     | Progress Monitoring, Formative Assessment, Diagnostic | Phonics  | 3 x A Year   |                     |
| Running Records        | K-2                                     | Progress Monitoring, Formative Assessment, Diagnostic | Oral Language, Phonics, Fluency, Comprehension                                     | 3 x A Year   |                     |
|                        | 1-5                                     | Progress Monitoring, Formative Assessment             | Fluency  | 3 x A Year   |                     |
|                        | 2-10                                    | Progress Monitoring, Summative                        | Vocabulary, Comprehension  | Quarterly  |                     |
|                        | Kindergarten                            | Screener, Progress Monitoring, Formative Assessment   | Fluency  | Monthly  |                     |
|                        | 6-8                                     | Screener, Progress Monitoring, Diagnostic             | Phonics  | Monthly  |                     |
|                        | 6-12                                    | Screener, Progress Monitoring                         | Phonics, Vocabulary, Comprehension   | Monthly  |                     |
|                        | K-2                                     | Screener  | Oral Language  | 3 x A Year   |                     |
|                        | Teacher Created Assessments             | 6-12 Students   | Formative Assessment   | Vocabulary, Comprehension                            | Monthly             |
|                        | STAR CBM                                | Tier 2 and 3 K-2 Students                             | Progress Monitoring  | Phonological Awareness, Phonics, Fluency, Vocabulary | Weekly, 2 x A Month |
| DIBELS                 | Tier 2 and 3 3-5 Students               | Progress Monitoring                                   | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension                | Weekly, 2 x A Month                                  |                     |

**District-Level Monitoring - Part B**  
 Provide the following information to depict how the district will meet each of the requirements.

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

Deputy Superintendent of Curriculum and Instruction, Executive Directors of Elementary and Secondary, Executive Director of Curriculum and Professional Learning Directors of Elementary and Secondary Curriculum, Curriculum and Instruction Specialists and Coordinators

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

The District will adopt only those materials, and provide teacher training that supports evidence-based, systematic and explicit instruction in foundational reading skills according to the Science of Reading. Training and observational checklists are provided for administrators to ensure instruction is evidenced based, systematic, and explicit.

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

A district level team analyzes quarterly district data and shares information with school-based administrators through a data analysis protocol that includes analysis of subgroup data. Principals will use the data analysis protocol with grade level/department teams to differentiate reading instruction.

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

Reading Endorsement courses will be advertised for all subject area teachers. Content area curriculum maps embed ELA standards. Literacy coaches will promote and support reading and writing across all content areas. Professional learning opportunities will be provided to content area teachers on reading and writing strategies to incorporate into content area instruction.

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

After plan is shared with principals, the Executive Directors will monitor the implementation of the reading plan and address concerns as needed.

**District-Level Monitoring - Part C**

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

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

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

Revisions/new focus will include clarity and consistency for literacy instructional practices with monitoring for fidelity.

SRLD's will support (in collaboration with district literacy leaders) with identifying a prioritized list of evidence-based literacy practices that will have a high impact on student achievement in grades K-12 and provide professional development in the identified evidence-based practices.



## School-Level Monitoring of Plan Implementation

### School-level Reading Plan implementation - Part A

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

#### What process is in place to ensure effective implementation?

Plan will be shared and reviewed with school administrators during small group principal and AP meetings. Administrators will share the plan with school staff. In addition, schools will align School Improvement Plans to CERP. Monthly school-based literacy leadership team meetings will monitor the implementation of the plan and other reading initiatives for impact on grade-level reading proficiency and submit minutes to Executive Directors of Elementary, Secondary, and Curriculum. Quarterly District Literacy Leadership team meetings will monitor the implementation of the plan and grade level proficiency across the district by reviewing the school level minutes and state/district assessment data.

#### Who at the district level supports effective implementation?

ELA Curriculum Coordinators; Executive Directors, Directors of Elementary and Secondary

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

Curriculum and Instruction will train school administrators on how to complete the CERP Reflection Tool for their building to identify areas in need of improvement. Directors of Elementary and Secondary Curriculum will review the data collected through the Reflection Tool and facilitate collaborative planning with school administrators to address areas in need of improvement. The District Literacy Leadership Team will review the data from the Reflection Tool to support completing the District Reflection of the plan.

### Weekly reading walkthroughs by administrators - Part B

#### What process is in place to ensure effective implementation?

School administrators will receive professional development in the use of evidence of implementation checklists and best practices in literacy instruction for reading walkthroughs. Executive Directors of Elementary and Secondary will review observational artifacts and tools with school administrators during site visits.

#### Who at the district level supports effective implementation?

Executive Directors, Directors of Elementary and Secondary

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

School administrators will complete district provided evidence of implementation checklists to identify areas in need of improvement and use the informal data to determine professional development for teachers at their school site.

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

#### What process is in place to ensure effective implementation?

Problem solving steps follow the MTSS framework and Decision Trees.

**Who at the district level supports effective implementation?**

MTSS Coordinator; ELA Curriculum Coordinators; Executive Directors of Elementary and Secondary

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

MTSS coordinator will conduct training on the revised district MTSS framework with school-based Instructional Leadership Teams including the school-based MTSS facilitators. School administrators will use a problem-solving process to determine areas in need of improvement for effective implementation.

## Summer Reading Camp

### Reading Camp - Part A

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

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

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

Yes

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

The school district will provide summer instruction to grade 3 students who score a level 1 on the statewide standardized assessment for ELA. Teachers apply to teach Summer Reading Camp and Human Resources then checks for reading endorsement/certification for each applicant. The Curriculum Department verifies that teachers are highly effective through evaluations and principal recommendations. Teachers will use evidence-based explicit, systematic, and multisensory reading instruction through the following resources:

- McGraw Hill Wonderworks- Supports struggling readers by building foundational skills, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment. This resource includes activities for three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency,
- Comprehension Toolkit - Includes nonfiction articles and trade books (Heinemann). Provides strategies that work to help students understand, respond to, and learn from nonfiction text, building background knowledge across the curriculum (Harvey, S., & Goudvis, A. (2005).
- Act Now (Benchmark)- Collaborative practice that builds close reading skills. Students read, annotate, and discuss the passages using text-based questions, returning to texts for deeper, closer reading and analysis (Fisher & Frey, 2013).
- Vocabulary Ladders (TCM)- Students build engaging vocabulary words to increase students reading and writing ability Rasinski, T., & Smith, M. C. (2014).
- i-Ready (Curriculum Associates)- Provides students with differentiated independent practice of reading skills during centers. i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence with Favorable Effects. The following recommendations from the IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade support the program- recommendation 3 (strong evidence), and 4 (moderate evidence). In addition, the following recommendations from Providing Reading Interventions for Students in Grades 4-9 support the program- recommendation 1 (strong evidence) and 3 (strong evidence).

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

**Will the district implement this option?**

Yes

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

Camp Rise will be held on site at all Manatee County Title 1 schools. The goal of the summer program is to strengthen students' reading proficiency and eliminate the summer learning slide. B.E.S.T. Standards will be integrated into daily lessons to help prepare students for the next grade and virtual field trips will help bring learning to life. Evidence-based curriculum will be integrated throughout the program.

- Literacy Footprints provides an explicit, systematic and multisensory approach to differentiated reading instruction. Three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. The district will support and monitor implementation of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors.
- McGraw-Hill, Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing.
- Leveled Literacy Intervention (LLI) has a strong rating according to the Evidence for ESSA website. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction: phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language.
- i-Ready is an online program that supports reading lessons that are based on their individual skill level and needs.

**Attendance - Part B**

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

**Number of Students Attending Summer Reading Camp**

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

340

**Students who demonstrate a reading deficiency in grades K-2**

669

**Students who score Level 1 in grades 4-5**

0

**Percentage of Students Attending Summer Reading Camp**

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

10%

**Students who demonstrate a reading deficiency in grades K-2**

8%

**Students who score Level 1 in grades 4-5**

0%

## Family Engagement through a Read-At-Home Plan

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

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

To support language and literacy at home, the District has developed a Read-at-Home Plan. The purpose is to provide parents with guidance and resources needed to help ensure their child is successful in school. This plan includes reading and multi-sensory strategies that can be implemented at home as part a daily routine to support the school to home literacy connection and make a positive impact on a child's success in school. Soar in 4, the Suncoast Campaign for Grade Level Reading, Manatee County Public Libraries, and the United Way partner with the district to increase literacy support for students and families. Teachers partner with school media specialists to provide books for students and families to check out. Schools conduct parent literacy nights to promote school-home connections. A link to Just Read Florida's Read-At-Home resources will be shared in the Tier 3 substantial reading deficiency letter that will be given to parents when indicating there is a need for Tier 3 interventions. The district created Read at Home Plan and link to state resources will also be posted on the district website, individual school websites and posted on the Schoology platform. Both the state and district plans will be provided by schools via a paper copy to families who are unable to access the plans digitally and also provided in Spanish as needed. The Read-At-Home plans will be communicated to principals at the summer leadership conference. The ESOL and Migrant Departments support families who may lack literacy in their home language through outreach programs, supporting schools with literacy nights, and providing translation services as needed. District also has a partnership with the New World's Reading Initiative.

**Who at the district is responsible for monitoring this requirement?**

Executive Director of Curriculum and Instruction; Executive Directors of Elementary; Director of Early Learning; Director of Elementary Curriculum and Instruction, ESOL Director

## Assessment, Curriculum, and Instruction

### Requirements - Part A

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

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

#### How does the district support and monitor implementation?

Benchmark Advance K-5 (See 11C) - During small group principal meetings, we will provide documents to support monitoring of implementation through the domains from the Danielson Framework and facilitate data chats among and between principals. District Year-At-A-Glance and Unit Overviews outline the use of a core evidence-based reading program for instruction. Literacy Coaches and district specialists will provide job embedded support.

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

Executive Director of Elementary Curriculum/Professional Learning, Director of Elementary Curriculum

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

#### How does the district support and monitor implementation?

Within the core reading program there are rich, engaging, and complex literary and informational texts, including titles from the B.E.S.T. ELA Standards designed to develop students' abilities to analyze complex texts, cite from sources, reason, and communicate orally and in writing across social studies, science, and the arts. Unit topics in Benchmark Advance include both social studies and science as a focus and an arts integration resource is provided to all teachers. Ongoing professional development will be provided for the core reading programs and on effective practices to build background knowledge.

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

Executive Director of Elementary and Curriculum/ Professional Learning, Director of Elementary Curriculum

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

#### How does the district support and monitor implementation?

The district supports and monitors small group differentiated instruction in the K-2 Early Literacy initiative and of small group Benchmark Advance lessons in 3-5. Data, including state progress monitoring, i-Ready, and district assessments, is also monitored by the Curriculum and Instruction division to ensure effective implementation of small group instruction in K-5. Professional development is provided for teachers and principals on small group instruction best practices. Evidence of Implementation checklists are posted in Schoology and used by administrators during walkthroughs.

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

Executive Director of Elementary and Curriculum/ Professional Learning, Director of Elementary Curriculum



**Florida's Revised Formula For Success - Part B**

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

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

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

Alignment to the Revised Formula for Success is reflected through the Decision Trees for K-12 reading instruction.

**How does the district support and monitor implementation?**

Administrators will be trained in the revised formula for success and will implement within their Literacy Leadership Teams. Implementation will be monitored through review of LLT meeting notes posted in Microsoft Teams.

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

The Executive Director of Curriculum and Instruction; Elementary and Secondary Executive Directors

**Assessment/Curriculum Decision Trees - Part C**

## Requirements

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

The Decision Trees must contain the following information:

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

### Tier 1

*Core Instruction:*

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

**Grade Levels: Kindergarten**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

Student meets at least one of the following criteria at beginning of school year:

- FAST PM 1 (Star Early Literacy)- 30th percentile and above
- Letter Name Identification (from Next Step Guided Reading Assessment Kit)- at least 20 upper/lower case letter names

**THEN TIER 1 Only**

**Core Curriculum**

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

Florida Benchmark Advance is a State Approved Tier 1 Core Program

**Progress Monitoring**

**Assessment & Frequency**

1. FAST/Star Early Literacy (3x per year)
2. Letter Name Fluency Assessment- monthly until student fluently identifies at least 50 letter names
3. Running Record (Next Step in Guided Reading Assessments)- at least 2 times per year (January and May)

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

1. Student scores at the 40th percentile at PM 2 (scale score of 730 and above) and PM3 (scale score of 769 and above) based on FAST
2. Student fluently identifies at least 40 letter names at end of quarter 1 (October) as measured by a Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit)
3. Student is reading at an instructional level B in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level D in May as measured by the Next Step in Guided Reading Assessment

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

1. Student scores at or below the 25th percentile at PM 2 (scale score of 702 and below) and PM 3 (scale score of 742 and below) based on FAST
2. Student fluently identifies less than 40 letter names at the end of quarter 1 (October) as measured by Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit)
3. Student is reading at a Pre-A level in January as measured by The Next Step in Guided Reading Assessments; student is reading at an instructional level A or B in May as measured by the Next Step in Guided Reading Assessment

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**How is the effectiveness of Tier 1 instruction being monitored?**

- Weekly administrative walkthroughs
- Analysis of FAST/Star Early Literacy data three times per year
- Monitoring of i-Ready lessons passed and time on task monthly
- Analysis of Pre-A assessment data and running record data
- MTSS Teams and Literacy Leadership Teams
- District walkthroughs of schools

## **Grade Levels: Kindergarten**

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

For both in person and distance learning instruction:

- Targeted feedback to teachers based on administrative walkthroughs/observations
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

### **How is the effectiveness of Tier 1 curriculum being monitored?**

- Weekly administrative walkthroughs
- FAST/Star Early Literacy data review
- MTSS Teams and Reading Leadership Teams
- Administrator and teacher feedback/input on curriculum maps
- Monthly PLC's by grade level to study student work, data analysis, and review curriculum

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

For both in person and distance learning instruction:

- Incorporate UDL principals to meet the needs of all students
- Provide PD on explicit, systematic, and multisensory instruction
- Weekly PLC's including analysis of student work samples and formative assessment data
- Weekly grade level collaborative planning using a backward design model

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

Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assign independent tasks to be completed weekly.

**Grade Levels: First and Second**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

- 1st grade:
  - o i-Ready Spring 2022 overall scale score of 434 and above AND/OR
  - o FAST PM 1 (Star Early Literacy)- 30th percentile and above AND/OR
  - o Running Record instructional level C or above
  
- 2nd grade:
  - o i-Ready Spring 2022 overall scale score of 489 and above AND/OR
  - o FAST PM 1 (Star Reading)- 30th percentile and above AND/OR
  - o Running Record instructional level I or above

**THEN TIER 1 Only**

**Core Curriculum**

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

Florida Benchmark Advance is a State Approved Tier 1 Core Program

**Progress Monitoring**

**Assessment & Frequency**

1. FAST/Star Reading (3x per year)
2. Running Record (Next Step in Guided Reading Assessments)- 3 times per year (August/September, January, and May)

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

1. Student scores at the 40th percentile at PM 2 (1st grade scale score of 790 and above; 2nd grade scale score of 893 and above) and PM3 (1st grade scale score of 828 and above; 2nd grade scale score of 918 and above) based on FAST
2. Student is reading at an instructional level F and above (1st grade) or K and above (2nd grade) in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level I and above (1st grade) or L and above (2nd grade) in May as measured by the Next Step in Guided Reading Assessment

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

1. Student scores at or below the 25th percentile at PM 2 (1st grade scale score of 765 and below; 2nd grade scale score of 862 and below) and PM 3 (1st grade scale score of 800 and below; 2nd grade scale score of 889 and below) based on FAST
2. Student is reading below an instructional level F (1st grade) or K (2nd grade) in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level I (1st grade) or L (2nd grade) in May as measured by the Next Step in Guided Reading Assessment

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**How is the effectiveness of Tier 1 instruction being monitored?**

- Weekly administrative walkthroughs
- Analysis of FAST data three times per year
- Monitoring of i-Ready lessons passed and time on task monthly

### **Grade Levels: First and Second**

- Analysis of running record data
- MTSS Teams and Literacy Leadership Teams
- District walkthroughs of schools

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

For both in person and distance learning instruction:

- Targeted feedback to teachers based on administrative walkthroughs/observations
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

### **How is the effectiveness of Tier 1 curriculum being monitored?**

- Weekly administrative walkthroughs
- FAST data review
- MTSS Teams and Literacy Leadership Teams
- Administrator and teacher feedback/input on curriculum maps
- Monthly PLC's by grade level to study student work, data analysis, and review curriculum

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

For both in person and distance learning instruction:

- Incorporate UDL principals to meet the needs of all students
- Provide PD on explicit, systematic, and multisensory instruction
- Weekly PLC's including analysis of student work samples and formative assessment data
- Weekly grade level collaborative planning using a backward design model

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

Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.

**Grade Levels: Third-Fifth**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

- 3rd Grade: i-Ready Spring 2022 overall scale score of 511 or above AND/OR running record instructional level of L and above
- 4th Grade: ELA FSA 2022 score of Level 3 or above
- 5th Grade: ELA FSA 2022 score of Level 3 or above

**THEN TIER 1 Only**

**Core Curriculum**

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

Florida Benchmark Advance is a State Approved Tier 1 Core Program

**Progress Monitoring**

**Assessment & Frequency**

1. FAST (3x per year)
2. District Quarterly Benchmarks

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

1. Student scores level 3 or higher on FAST Assessment
2. Student scores Level 3 or higher on district benchmarks

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

1. Student scores level 1 or 2 on FAST Assessment
2. Student scores Level 1 or 2 on district benchmarks

**How is the effectiveness of Tier 1 instruction being monitored?**

- Weekly administrative walkthroughs
- Analysis of FAST data three times per year
- Monitoring of i-Ready lessons passed and time on task monthly
- Analysis of District Quarterly Benchmark Assessments
- MTSS Teams and Literacy Leadership Teams
- District walkthroughs of schools

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

For both in person and distance learning instruction:

- Targeted feedback to teachers based on administrative walkthroughs/observations
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs



### **Grade Levels: Third-Fifth**

#### **How is the effectiveness of Tier 1 curriculum being monitored?**

- Weekly administrative walkthroughs
- FAST and District Quarterly Benchmark data review
- MTSS Teams and Reading Leadership Teams
- Administrator and teacher feedback/input on curriculum maps
- Monthly PLC's by grade level to study student work, data analysis, and review curriculum

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

For both in person and distance learning instruction:

- Incorporate UDL principals to meet the needs of all students
- Provide PD on explicit, systematic, and multisensory instruction
- Weekly PLC's including analysis of student work samples and formative assessment data
- Weekly grade level collaborative planning using a backward design model

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

Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.

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

*(Enter assessment criteria that will be used)*

All students are placed in a regular or advanced Language Arts course to meet the ELA requirement and receive Tier 1 instruction.

**THEN TIER 1 Only****Core Curriculum**

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

McGraw Hill's Florida StudySync program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings using prior editions. We have confidence in the positive impact that StudySync can have on students because we have documented its effectiveness with different students in different states, and on different outcomes. Please review summary of the existing research evidence which supports the effectiveness of StudySync and validates this rating:

- Results of a 2019 study revealed positive outcomes for StudySync users in a Wisconsin high school on the ACT Aspire, ACT, and STAR assessments. Specifically, 9th graders using StudySync performed significantly better on the Reading and Composite portions of the ACT Aspire than the published norm comparisons. Similarly, nearly two-thirds of 10th graders met ACT Aspire growth benchmarks for English and Composite after using StudySync for one school year. About three-fourths of 11th graders exhibited average or above average growth on the ACT during the year they used StudySync based on their prior year ACT Aspire results. Additionally, higher percentages of 9th and 10th graders met the STAR Assessment's spring benchmarks while using StudySync than in the two years prior to adopting StudySync. Finally, during the year in which StudySync was implemented 10th graders, on average, exceeded their expected growth score on the STAR Assessment by more than two and a half times (42 units expected vs. 119 units actual growth). Based on the use of norm comparisons and the presence of positive findings we believe that this study meets the criteria for ESSA Tier 3, or "Promising" evidence.

<https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html>

**Progress Monitoring****Assessment & Frequency**

- FAST State Assessment/progress monitoring tool to be administered 3x per year
- Quarter 1 District created benchmark assessments
- Teacher created assignments and assessments – ongoing

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

FAST State Assessment/progress monitoring tool

Quarter 1 District Benchmark

Teacher Created assessments – average performance scores

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

Students not achieving a Level 3 or higher on District exams and/or not making progress based on the State Progress Monitoring Tool, or on teacher created assignments and assessments compared

**Grade Levels: 6-8**

**Progress Monitoring**

to their peers, will be given the opportunity for remediation with the teacher or co-teacher in a small group setting.

**How is the effectiveness of Tier 1 instruction being monitored?**

Weekly administrative walkthroughs.

Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with administrators and teachers to monitor the effectiveness of instruction.

Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform.

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

Teachers are provided with targeted feedback based on administrative walkthroughs. District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

**How is the effectiveness of Tier 1 curriculum being monitored?**

Weekly administrative walkthroughs.

Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with administrators and teachers to monitor the effectiveness of curriculum.

Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform.

Administrator and teacher feedback/input is considered for curriculum map updates.

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

Teachers and students are provided with professional learning opportunities throughout the year based on data and feedback.

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

Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.

**Grade Levels: 9-12**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

All students are placed in a regular, honors, or advanced English course to meet the ELA requirement and receive Tier 1 instruction.

**THEN TIER 1 Only**

**Core Curriculum**

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

McGraw Hill’s Florida StudySync program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings using prior editions. We have confidence in the positive impact that StudySync can have on students because we have documented its effectiveness with different students in different states, and on different outcomes. Please review summary of the existing research evidence which supports the effectiveness of StudySync and validates this rating:

- Results of a 2019 study revealed positive outcomes for StudySync users in a Wisconsin high school on the ACT Aspire, ACT, and STAR assessments. Specifically, 9th graders using StudySync performed significantly better on the Reading and Composite portions of the ACT Aspire than the published norm comparisons. Similarly, nearly two-thirds of 10th graders met ACT Aspire growth benchmarks for English and Composite after using StudySync for one school year. About three-fourths of 11th graders exhibited average or above average growth on the ACT during the year they used StudySync based on their prior year ACT Aspire results. Additionally, higher percentages of 9th and 10th graders met the STAR Assessment’s spring benchmarks while using StudySync than in the two years prior to adopting StudySync. Finally, during the year in which StudySync was implemented 10th graders, on average, exceeded their expected growth score on the STAR Assessment by more than two and a half times (42 units expected vs. 119 units actual growth). Based on the use of norm comparisons and the presence of positive findings we believe that this study meets the criteria for ESSA Tier 3, or “Promising” evidence.

<https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html>

**Progress Monitoring**

**Assessment & Frequency**

FAST State Assessment/progress monitoring tool to be administered 3x per year  
 Quarter 1 District created benchmark assessments  
 Teacher created assignments and assessments – ongoing

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

FAST State Assessment/progress monitoring tool  
 Quarter 1 District Benchmark  
 Teacher Created assessments – average performance scores

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

Students not achieving a Level 3 or higher on District exams and/or not making progress based on the State Progress Monitoring Tool, or on teacher created assignments and assessments compared

**Grade Levels: 9-12****Progress Monitoring**

to their peers, will be given the opportunity for remediation with the teacher or co-teacher in a small group setting.

**How is the effectiveness of Tier 1 instruction being monitored?**

Weekly administrative walkthroughs.

Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with administrators and teachers to monitor the effectiveness of instruction.

Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform.

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

Teachers are provided with targeted feedback based on administrative walkthroughs. District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

**How is the effectiveness of Tier 1 curriculum being monitored?**

Weekly administrative walkthroughs

Data will be collected from state progress monitoring tool and the quarterly benchmark assessments through School City and will be shared with Administrators and Teachers to monitor the effectiveness of curriculum.

Administrators and teachers will monitor teacher-based assignments and assessments through FOCUS platform.

Administrator and teacher feedback/input is considered for curriculum map updates

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

Teachers and students are provided with professional learning opportunities throughout the year based on data and feedback.

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

Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.

**Tier 2**

*Supplemental Instruction/Intervention:*

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

**Grade Levels: Kindergarten**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

Student meets at least one of the following criteria at beginning of school year:

- FAST PM 1 (Star Early Literacy)- 11th- 29th percentile
- Letter Name Identification (from Next Step Guided Reading Assessment Kit)- 10-19 upper/lower case letter names

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

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

Literacy Footprints Grade Level Kit  
 Literacy Footprints Intervention Partner Kit  
 Benchmark Advance Differentiated Tier 2 Lessons  
 i-Ready Tools for Instruction Lessons  
 Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)  
 \*Duration of all programs are based on MTSS problem solving and student progress towards grade level.

**Assessment & Frequency**

1 of the following STAR CBM measures administered every other week and determined based on the focus of the intervention:

- Letter Naming
- Letter Sounds
- Phoneme Segmentation
- Receptive Nonsense Words
- Expressive Nonsense Words

(STAR CBM Reading Technical Manual Located in Schoology)

**Performance Criteria to discontinue Tier 2 interventions**

Student consistently scores in the 'At/Above Benchmark' category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention.  
 (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)

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

Student consistently scores in the 'On Watch' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention.  
 (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)

**Performance Criteria that prompts the addition of Tier 3 interventions**

Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals) based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.  
 (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)

**Number of times per week intervention provided**

At least 3 times per week

**Grade Levels: Kindergarten****Number of minutes per intervention session**

At least 15-30 minutes

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

The Teacher Collaborative Team (TCT), virtual or face-to-face, that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

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

- Literacy Footprints Grade Level/Intervention Partner Kit: Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website.
- Benchmark Advance Differentiated Tier 2 Lessons: This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- i-Ready Tools for Instruction (teacher-led lessons): Meets Level 2 (Moderate Evidence) based on an internal study, the type of study done and the effects of the program on reading achievement. According to An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading, effect sizes across subjects and grades were positive and generally strong. While Tools for Instruction does not meet strong, moderate, or promising levels of evidence according to WWC or Evidence for ESSA, the following recommendations from the IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade support the program- recommendation 3 (strong evidence), and 4 (moderate evidence). Tools for Instruction include explicit, systematic, teacher facilitated lessons that target academic language and vocabulary knowledge, phonics and word analysis, and texts to support reading accuracy, fluency, and comprehension. The lessons include feedback and scaffolding to support students with targeted skills. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development in the



### **Grade Levels: Kindergarten**

Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors, as well as, utilizing the Foundational Skills to Support Reading for Understanding IES guide in PD with teachers, coaches, and administrators.

- Imagine Language and Literacy: This program has a promising rating according to the Evidence for ESSA website.

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

Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

**Grade Levels: First-Second**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

- 1st grade:
  - o i-Ready Spring 2022 overall scale score of 391-433 AND/OR
  - o FAST PM 1 (Star Early Literacy)- 11th- 29th percentile AND/OR
  - o Running Record instructional level A or B
  
- 2nd grade:
  - o i-Ready Spring 2022 overall scale score of 419-488 AND/OR
  - o FAST PM 1 (Star Reading)- 11th- 29th percentile AND/OR
  - o Running Record instructional level E-H

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**  
 Literacy Footprints Intervention Partner Kit (1st Grade ONLY)  
 Literacy Footprints Grade Level Kit (1st Grade ONLY)  
 Benchmark Advance Differentiated Tier 2 Lessons  
 SIPPS - Systematic Instruction in  
 Phonological Awareness, Phonics,  
 and Sight Words (based on school  
 availability)  
 i-Ready Tools for Instruction lessons  
 Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)  
 \*Duration of all programs are based on MTSS problem solving and student progress towards grade level.

**Assessment & Frequency**  
 1 of the following STAR CBM measures administered every other week and determined based on the focus of the intervention:

- Letter Naming
- Letter Sounds
- Phoneme Segmentation
- Receptive Nonsense Words
- Expressive Nonsense Words
- Oral Reading

(STAR CBM Reading Technical Manual Located in Schoology)

**Performance Criteria to discontinue Tier 2 interventions**  
 Student consistently scores in the 'At/Above Benchmark' category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention.  
 (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)

**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**  
 Student consistently scores in the 'On Watch' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention.  
 (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)

**Grade Levels: First-Second****Progress Monitoring****Performance Criteria that prompts the addition of Tier 3 interventions**

Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals) based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

(See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)

**Number of times per week intervention provided**

At least 3 times per week

**Number of minutes per intervention session**

At least 15-30 minutes

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

The Teacher Collaborative Team (TCT), virtual or face-to-face, that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

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

- Literacy Footprints Grade Level/Intervention Partner Kit: Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website.
- Benchmark Advance Differentiated Tier 2 Lessons: This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words): The SIPPS

**Grade Levels: First-Second**

program has a moderate rating on the Evidence for ESSA website.

- i-Ready Tools for Instruction (teacher-led lessons): Meets Level 2 (Moderate Evidence) based on an internal study, the type of study done and the effects of the program on reading achievement. According to An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading, effect sizes across subjects and grades were positive and generally strong. While Tools for Instruction does not meet strong, moderate, or promising levels of evidence according to WWC or Evidence for ESSA, the following recommendations from the IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade support the program- recommendation 3 (strong evidence), and 4 (moderate evidence). Tools for Instruction include explicit, systematic, teacher facilitated lessons that target academic language and vocabulary knowledge, phonics and word analysis, and texts to support reading accuracy, fluency, and comprehension. The lessons include feedback and scaffolding to support students with targeted skills. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors, as well as, utilizing the Foundational Skills to Support Reading for Understanding IES guide in PD with teachers, coaches, and administrators.
- Imagine Language and Literacy: This program has a promising rating according to the Evidence for ESSA website.

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

Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

**Grade Levels: Third-Fifth**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

- 3rd Grade: i-Ready Spring 2022 overall scale score of 474-510 AND/OR running record instructional level H-K
- 4th Grade: ELA FSA 2022 score of Level 2
- 5th Grade: ELA FSA 2022 score of Level 2

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

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

Benchmark Advance Differentiated Tier 2 Lessons  
 SRA – Corrective Reading (based on school availability)  
 SIPPS - Systematic Instruction in  
 Phonological Awareness, Phonics,  
 and Sight Words (based on school availability)  
 i-Ready Tools for Instruction lessons  
 Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)  
 \*Duration of all programs are based on MTSS problem solving and student progress towards grade level.

**Assessment & Frequency**

1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention:

- Nonsense Word Fluency
- Word Reading Fluency
- Oral Reading Fluency
- MAZE

**Performance Criteria to discontinue Tier 2 interventions**

Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention.

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

Student consistently scores at the 'Strategic' (Yellow) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention.

**Performance Criteria that prompts the addition of Tier 3 interventions**

Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

**Number of times per week intervention provided**

At least 3 times per week

**Grade Levels: Third-Fifth****Number of minutes per intervention session**

At least 15-30 minutes

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

The Teacher Collaborative Team (TCT), virtual or face-to-face, that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

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

- Benchmark Advance Differentiated Tier 2 Lessons: This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- SRA Reading Mastery: The program was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words): The SIPPS program has a moderate rating on the Evidence for ESSA website.
- i-Ready Tools for Instruction (teacher-led lessons): Meets Level 2 (Moderate Evidence) based on an internal study, the type of study done and the effects of the program on reading achievement. According to An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading, effect sizes across subjects and grades were positive and generally strong. While Tools for Instruction does not meet strong, moderate, or promising levels of evidence according to WWC or Evidence for ESSA, the following recommendations from the IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade support the program- recommendation 3 (strong evidence), and 4 (moderate evidence). In addition, the following recommendations from Providing Reading Interventions for Students in Grades 4-9 support the program- recommendation 1 (strong evidence) and 3 (strong evidence). Tools for Instruction include explicit, systematic, teacher facilitated lessons that target academic language and vocabulary knowledge, phonics and word analysis including multisyllabic words, and texts to support reading accuracy, fluency, and comprehension (including opportunities for students to answer questions, determine the gist of a text, and monitor their comprehension). The lessons include feedback and scaffolding to support students with targeted skills. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors, as well as, utilizing the Foundational Skills to Support Reading for Understanding IES guide in PD with teachers, coaches, and administrators.
- Imagine Language and Literacy: This program has a promising rating according to the Evidence for ESSA website.

**Grade Levels: Third-Fifth**

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

Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

**Grade Levels: 6-8**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

A student with a history of scoring below Level 3 on the FSA assessment will receive Tier 2 interventions using Lexia PowerUp.

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

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

Lexia PowerUp individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program.

GALE In Context (Grades 6-8)

Provides educators the opportunity to personalize instruction with an electronic library of age-appropriate, standards-aligned nonfiction content in a variety of topic areas while offering students equitable access to resources that enhance information literacy and critical thinking. This is a supplemental resource to Lexia PowerUp.

**Assessment & Frequency**

Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. Students who place at the intermediate and/or advanced zone in the area of Word Study and/or Comprehension are assessed on each skill and must perform at a proficient level before they can move on to the next unit of study. When proficiency is not reached, students are provided further instruction online and through aligned teacher-driven lessons.

\*If a student places within the foundational zone in the area of Word Study and/or Comprehension, the student will be administered the SIPPS placement assessment. If the results of the assessment determines that a student does not place with the SIPP's program, the student will receive Tier 2 interventions mentioned above.

Gale In Context will be used for small group instruction. Using grade level text, comprehension skills are practiced using text aligned with standards-based questions.

FAST State Assessment/progress monitoring tool to be administered 3 times per year.

**Performance Criteria to discontinue Tier 2 interventions**

Students in grades 6-8 who score a 3 or higher on the quarter 1 District Benchmark assessment and show proficiency on the FAST State Assessment/progress monitoring tool, may be considered for dismissal from Tier 2 interventions.

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

Students in grades 6-8 who do not score a 3 or higher on the quarter 1 District Benchmark assessment and do not show proficiency on the FAST State Assessment/progress monitoring tool continue to receive Tier 2 interventions throughout the year.

**Performance Criteria that prompts the addition of Tier 3 interventions**

Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program and place in the SIPP's program based on a placement assessment will receive Tier 3 interventions.

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**Number of times per week intervention provided**



**Grade Levels: 6-8**

Duration of program usage is based on placement within program.

Teachers work with students using targeted materials to address specific literacy skills based on student online performance a minimum of 3x per week.

**Number of minutes per intervention session**

Duration of program usage is based on placement within program.

Teachers work with students using targeted materials to address specific literacy skills based on student online performance a minimum of 3x per week.

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

District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

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

Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.

GALE- FDOE supported resource and supplemental to Lexia PowerUp.

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

All Tier 2 intervention students have access to Lexia PowerUp digitally, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the product dashboard.

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

*(Enter assessment criteria that will be used)*

A student with a history of scoring below Level 3 on the FSA assessment will receive Tier 2 interventions using Lexia PowerUp.

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

Lexia PowerUp individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program.

**Assessment & Frequency**

Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. Students who place at the intermediate and/or advanced zone in the area of Word Study and/or Comprehension are assessed on each skill and must perform at a proficient level before they can move on to the next unit of study. When proficiency is not reached, students are provided further instruction online and through aligned teacher-driven lessons.

FAST State Assessment/progress monitoring tool to be administered 3x per year.

**Performance Criteria to discontinue Tier 2 interventions**

Students in grades 9 -10 who score a 3 or higher on the quarter 1 District Benchmark assessment and show proficiency on the FAST State Assessment/progress monitoring tool, may be considered for dismissal from Tier 2 interventions.

Students in grades 11 – 12 who achieve a concordant score in Reading to meet graduation requirements may also be considered for dismissal from Tier 2 interventions.

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

Students in grades 6-8 who do not score a 3 or higher on the quarter 1 District Benchmark assessment and do not show proficiency on the FAST State Assessment/progress monitoring tool continue to receive Tier 2 interventions throughout the year.

**Performance Criteria that prompts the addition of Tier 3 interventions**

Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program will receive Tier 3 interventions.

**Number of times per week intervention provided**

Duration of program usage is based on placement within program.

Teachers work with students using targeted materials to address specific literacy skills based on student online performance a minimum of 3x per week.

**Number of minutes per intervention session**

Duration of program usage is based on placement within program.

Teachers work with students using targeted materials to address specific literacy skills based on student online performance a minimum of 3x per week.

**Grade Levels: 9-12****What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

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

Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.

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

All Tier 2 intervention students have access to Lexia PowerUp digitally, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the product dashboard.

**Tier 3**

*Intensive, Individualized Instruction/Intervention:*

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

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

**Grade Levels: Kindergarten**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

Student meets at least one of the following criteria at beginning of school year:

- FAST PM 1 (Star Early Literacy)- 10th percentile and below
- Letter Name Identification (from Next Step Guided Reading Assessment Kit)- less than 10 upper/lower case letter names

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

**Progress Monitoring**

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

Literacy Footprints Intervention Partner Kit  
 i-Ready Tools for Instruction  
 Imagine Language and Literacy – Teacher Action Lessons (ELL students with 2.9 or below ACCESS scores OR new ELL’s)  
 Benchmark Advance Tier 3 Intervention (based on school availability)  
 \*Duration of all programs are based on MTSS problem solving and student progress towards grade level.

**Assessment & Frequency**

1 of the following STAR CBM measures administered every week and determined based on the focus of the intervention:

- Letter Naming
- Letter Sounds
- Phoneme Segmentation
- Receptive Nonsense Words
- Expressive Nonsense Words

**Performance Criteria to discontinue Tier 3 interventions**

Student consistently scores in the ‘At/Above Benchmark’ or ‘On Watch’ categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention.  
 (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)

**Performance Criteria indicating continuation of Tier 3 interventions**

Student consistently scores in the ‘Intervention’ benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.  
 (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)

**Performance Criteria that prompts intensified Tier 3 interventions**

Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the ‘Intervention’ category based on STAR CBM norms AND STAR CBM progress monitoring data points do not show student’s trend line is closing the gap towards meeting the goal/aim line.

**Number of times per week intervention provided**

Daily

**Number of minutes per intervention session**

**Grade Levels: Kindergarten**

At Least 15-30 min

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

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data, including distance learning students in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

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

- Literacy Footprints Intervention Partner Kit: Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website.
- i-Ready Tools for Instruction (teacher-led lessons): Meets Level 2 (Moderate Evidence) based on an internal study, the type of study done and the effects of the program on reading achievement. According to An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading, effect sizes across subjects and grades were positive and generally strong. While Tools for Instruction does not meet strong, moderate, or promising levels of evidence according to WWC or Evidence for ESSA, the following recommendations from the IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade support the program- recommendation 3 (strong evidence), and 4 (moderate evidence). Tools for Instruction include explicit, systematic, teacher facilitated lessons that target academic language and vocabulary knowledge, phonics and word analysis, and texts to support reading accuracy, fluency, and comprehension. The lessons include feedback and scaffolding to support students with targeted skills. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors, as well as, utilizing the Foundational Skills to Support Reading for Understanding IES guide in PD with teachers, coaches, and administrators.
- Imagine Language and Literacy has a promising rating according to the Evidence for ESSA website.
- Benchmark Advance Tier 3 Intervention Program- Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and

**Grade Levels: Kindergarten**

Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring assessments, STAR CBM progress monitoring, and through ongoing professional development with teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide and in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors.

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

Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

**Grade Levels: First-Second**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

- 1st grade:
  - o i-Ready Spring 2022 overall scale score of 390 and below AND/OR
  - o FAST PM 1 (Star Early Literacy)- 10th percentile and below AND/OR
  - o Pre-A reading level (knows under 40 letter names)
  
- 2nd grade:
  - o i-Ready Spring 2022 overall scale score of 418 and below AND/OR
  - o FAST PM 1 (Star Reading)- 10th percentile and below AND/OR
  - o Running Record instructional level D and below

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

**Progress Monitoring**

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

Literacy Footprints Intervention Partner Kit (1st grade ONLY)  
 i-Ready Tools for Instruction  
 SIPPS -Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (based on school availability)  
 Imagine Language and Literacy – Teacher Action Lessons (ELL students with 2.9 or below ACCESS scores OR new ELL’s)  
 Benchmark Advance Tier 3 Intervention (based on school availability)  
 \*Duration of all programs are based on MTSS problem solving and student progress towards grade level.

**Assessment & Frequency**

1 of the following STAR CBM measures administered every week and determined based on the focus of the intervention:

- Letter Naming
- Letter Sounds
- Phoneme Segmentation
- Receptive Nonsense Words
- Expressive Nonsense Words
- Oral Reading

(STAR CBM Reading Technical Manual Located in Schoology)

**Performance Criteria to discontinue Tier 3 interventions**

Student consistently scores in the ‘At/Above Benchmark’ or ‘On Watch’ categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention.  
 (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)

**Performance Criteria indicating continuation of Tier 3 interventions**

Student consistently scores in the ‘Intervention’ benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.  
 (See Seasonal Benchmarks for Reading tables after the K-2 Decision Trees)

**Performance Criteria that prompts intensified Tier 3 interventions**

Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2

**Grade Levels: First-Second****Progress Monitoring**

interventions) delivered with fidelity and is still scoring in the 'Intervention' category based on STAR CBM norms AND STAR CBM progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line.

**Number of times per week intervention provided**

Daily

**Number of minutes per intervention session**

At least 15-30 min

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

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data, including distance learning students in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

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

- Literacy Footprints Intervention Partner Kit (1st Grade ONLY): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA
- i-Ready Tools for Instruction (teacher-led lessons): Meets Level 2 (Moderate Evidence) based on an internal study, the type of study done and the effects of the program on reading achievement. According to An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading, effect sizes across subjects and grades were positive and generally strong. While Tools for Instruction does not meet strong, moderate, or promising levels of evidence according to WWC or Evidence for ESSA, the following recommendations from the IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade support the program- recommendation 3 (strong evidence), and 4 (moderate evidence). Tools for Instruction include explicit, systematic, teacher



**Grade Levels: First-Second**

facilitated lessons that target academic language and vocabulary knowledge, phonics and word analysis, and texts to support reading accuracy, fluency, and comprehension. The lessons include feedback and scaffolding to support students with targeted skills. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors, as well as, utilizing the Foundational Skills to Support Reading for Understanding IES guide in PD with teachers, coaches, and administrators.

- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words): The SIPPS program has a moderate rating on the Evidence for ESSA website.
- Imagine Language and Literacy has a promising rating according to the Evidence for ESSA website.
- Benchmark Advance Tier 3 Intervention Program- Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring assessments, STAR CBM progress monitoring, and through ongoing professional development with teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide and in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors.

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

Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

**Grade Levels: Third-Fifth**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

- 3rd Grade: Retained students who scored Level 1 on ELA FSA 2022 AND/OR i-Ready scale score of 473 and below AND/OR running record instructional level of G and below
- 4th Grade: ELA FSA 2022 Assessment score of Level 1
- 5th Grade: ELA FSA 2022 Assessment score of Level 1

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

**Progress Monitoring**

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

Benchmark Advance Tier 3 Intervention (based on school availability)

i-Ready Tools for Instruction

SIPPS -Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (based on school availability)

Imagine Language and Literacy – Teacher Action Lessons (ELL students with 2.9 or below ACCESS scores OR new ELL’s)

\*Duration of all programs are based on MTSS problem solving and student progress towards grade level.

**Assessment & Frequency**

1 of the following DIBELS 8th Edition measures administered every week and determined based on the focus of the intervention:

- Nonsense Word Fluency
- Word Reading Fluency
- Oral Reading Fluency
- MAZE

**Performance Criteria to discontinue Tier 3 interventions**

Student consistently scores at the ‘Strategic’ (Yellow) or ‘Core’ (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

Student consistently scores at the ‘Intensive’ (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring at ‘Intensive’ levels based on DIBELS norms AND DIBELS progress monitoring data points do not show student’s trend line is closing the gap towards meeting the goal/aim line.

**Number of times per week intervention provided**

Daily

**Number of minutes per intervention session**

**Grade Levels: Third-Fifth**

At least 15-30 min

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

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data, including distance learning students in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

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

- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words): The SIPPS program has a moderate rating on the Evidence for ESSA website.
- i-Ready Tools for Instruction (teacher-led lessons): Meets Level 2 (Moderate Evidence) based on an internal study, the type of study done and the effects of the program on reading achievement. According to An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading, effect sizes across subjects and grades were positive and generally strong. While Tools for Instruction does not meet strong, moderate, or promising levels of evidence according to WWC or Evidence for ESSA, the following recommendations from the IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade support the program- recommendation 3 (strong evidence), and 4 (moderate evidence). In addition, the following recommendations from Providing Reading Interventions for Students in Grades 4-9 support the program- recommendation 1 (strong evidence) and 3 (strong evidence). Tools for Instruction include explicit, systematic, teacher facilitated lessons that target academic language and vocabulary knowledge, phonics and word analysis including multisyllabic words, and texts to support reading accuracy, fluency, and comprehension (including opportunities for students to answer questions, determine the gist of a text, and monitor their comprehension). The lessons include feedback and scaffolding to support students with targeted skills. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors, as well as, utilizing the Foundational Skills to Support Reading for Understanding IES guide in PD with teachers, coaches, and administrators.
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words): The SIPPS program has a moderate rating on the Evidence for ESSA website.
- Imagine Language and Literacy has a promising rating according to the Evidence for ESSA website.
- Benchmark Advance Tier 3 Intervention Program- Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. In addition, the following recommendations from Providing Reading Interventions for Students in Grades 4-9 IEs guide support the program- recommendation 1 (strong evidence) and 3 (strong evidence). The lessons include explicit and systematic instruction that help students develop the following foundational skills as supported by the IES Practice Guides: decoding words including multisyllabic words, analyzing word

### **Grade Levels: Third-Fifth**

parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and monitoring comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through F.A.S.T. progress monitoring assessments, DIBELS progress monitoring, and through ongoing professional development with teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding and Providing Reading Interventions for Students in Grades 4-9 IES guides and in the Science of Reading delivered by district specialists and in partnership with State Regional Literacy Directors.

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

Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

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

*(Enter assessment criteria that will be used)*

A student with history of scoring below Level 2 on the FSA assessment and are significantly below grade level will receive Tier 3 interventions using Lexia PowerUp and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) in addition to being placed in a regular Language Arts or English course.

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

**Progress Monitoring**

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

Lexia PowerUp individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program.

SIPPS (grades 6-8)

Systematic Instruction in Phonological Awareness, Phonics and Sight Words, through small group instruction

GALE In Context (Grades 6-8)

Provides educators the opportunity to personalize instruction with an electronic library of age-appropriate, standards-aligned nonfiction content in a variety of topic areas while offering students equitable access to resources that enhance information literacy and critical thinking. This is a supplemental resource to Lexia PowerUP.

Imagine Language and Literacy (ELL students with 2.9 or below ACCESS scores OR new ELL's)

**Assessment & Frequency**

Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. When placed, students at this level begin working within the foundational zone in the area of Word Study and/or Comprehension. Students are assessed in each area and must perform at a proficient level before they can move on to the next unit of study.

Students will also be assessed using the SIPPS Placement tool to determine if interventions should include SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) foundational support. Students who place within the SIPPS program will be assessed using mastery tests for progress monitoring. Mastery tests are given individually and occur after every 5 lessons. When a student passes the mastery assessment at 80% or higher, the student moves on to the next group of lessons.

\*Students who do not place in the SIPPS program based on results from the placement test will not be eligible for Tier 3 interventions.

FAST state assessment/progress monitoring tool to be administered 3x per year.

**Performance Criteria to discontinue Tier 3 interventions**

Students who achieve mastery on skills and are able to complete the SIPPS program should be considered for dismissal from Tier 3 interventions but will still receive Tier 2 interventions through Lexia PowerUp.

FAST State Assessment/progress monitoring tool.

**Performance Criteria indicating continuation of Tier 3 interventions**

When students are not responding to the intervention and are not making progress towards the desired goal, opportunities for reteaching should occur or pacing should be adjusted.

FAST State Assessment/progress monitoring tool.

**Grade Levels: 6-8****Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still demonstrating 'Intensive' levels based on Lexia PowerUp reports AND FAST progress monitoring data points. Data does not show student's trend line is closing the gap towards meeting the goal/aim line.

**Number of times per week intervention provided**

Duration of Lexia program usage is based on placement within program.  
SIPPS - minimum of 20 minutes per day.  
Gale in Contact – weekly

**Number of minutes per intervention session**

Duration of Lexia program usage is based on placement within program.  
SIPPS - minimum of 20 minutes per day.

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

District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

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

Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.

SIPPS: (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K–12, including English Language Learners (ELLs) and students identified with dyslexia. The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. When used as Tier 3, SIPPS accelerates progress so that students are able to efficiently close the gap and engage in grade-level reading. SIPPS has a moderate rating on the ESSA for Evidence website.

GALE- FDOE supported resource that is supplemental to Lexia PowerUP.

Imagine Language and Literacy has a promising rating according to the Evidence for ESSA website.

**Grade Levels: 6-8**

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

All Tier 3 students have access to the Reading Plus program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Reading Plus dashboard. Teachers provide small group interventions of no more than 3 students through video conferencing.

**Grade Levels: 9-12**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

A student with a history of scoring below Level 2 on the FSA assessment and are significantly below grade level will receive Tier 3 interventions using Lexia PowerUp in addition to being placed in a regular Language Arts or English course.

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

**Progress Monitoring**

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

Lexia PowerUp individualizes instruction based on a student placement assessment. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. Duration of program usage is based on placement within program. Imagine Language and Literacy (ELL students with 2.9 or below ACCESS scores OR new ELL's)

**Assessment & Frequency**

Students take an initial placement assessment in 3 strands: Word Study, Grammar, and Comprehension. When placed, students at this level begin working within the foundational zone in the area of Word Study and/or Comprehension. Students are assessed on each skill and must perform at a proficient level before they can move on to the next unit of study (computer generated). Teachers will work with students in a small group or one-on-one setting using targeted materials (Lexia Lessons) to address specific literacy skills based on student online performance. FAST State Assessment/progress monitoring tool to be administered 3x per year.

**Performance Criteria to discontinue Tier 3 interventions**

Students who achieve proficiency on foundational skills should be considered for dismissal from Tier 3 interventions but will still receive Tier 2 interventions. FAST state assessment/progress monitoring tool

**Performance Criteria indicating continuation of Tier 3 interventions**

When students are not responding to the intervention and are not making progress towards the desired goal, the intervention should be adjusted. FAST state assessment/progress monitoring tool

**Performance Criteria that prompts intensified Tier 3 interventions**

Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still demonstrating 'Intensive' levels based on Lexia PowerUp reports AND FAST progress monitoring data points. Data does not show student's trend line is closing the gap towards meeting the goal/aim line.

**Number of times per week intervention provided**

Duration of program usage is based on placement within program. Small group or one-on-one sessions 2 days per week, in addition to Tier 2 (3 days per week).

**Number of minutes per intervention session**

Duration of program usage is based on placement within program. Small group or one-on-one sessions 2 days per week, in addition to Tier 2 (3 days per week).



**Grade Levels: 9-12**

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

District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, literacy coaches and district specialists provide support to teachers through one-on-one, small group and whole group learning communities.

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

Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.

Imagine Language and Literacy has a promising rating according to the Evidence for ESSA website.

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

All Tier 3 students have access to the Lexia PowerUp program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Lexia PowerUp dashboard. Teachers provide small group interventions of no more than 3 students through video conferencing.

## Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

Across the school year, schools will use the Decision Trees and progress monitoring assessments as a guide as they use a screening/diagnostic tool to identify students with substantial reading deficiencies.