2022-23 Reading Plan

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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	Beck, Jennifer Director jennifer.beck@marion.k12.fl.us 352-236-0522
Elementary English Language Arts (ELA)	Hughes, Braegan Elementary ELA Program Specialist braegan.hughes@marion.k12.fl.us 352-236-0500
Secondary ELA	Ingram, Mark Secondary ELA Program Specialist mark.ingram@marion.k12.fl.us 352-236-0500
Reading Endorsement	Brasington, Jami Elementary Coordinator jami.brasington@marion.k12.fl.us 352-671-4152
Reading Endorsement	Busha, Casey Secondary Reading Program Specialist casey.busha@marion.k12.fl.us 352-867-2139
Reading Curriculum	Hughes, Braegan Elementary ELA Program Specialist braegan.hughes@marion.k12.fl.us 352-236-0500
Professional Development	Brasington, Jami Elementary Coordinator jami.brasington@marion.k12.fl.us 352-671-4152
Assessment	Whitehouse, Benjamin Director, Student Pathways and Assessment benjamin.whitehouse@marion.k12.fl.us 352-671-7150
Data Element	Renfroe, Carrie Coordinator, Secondary carrie.renfroe@marion.k12.fl.us 352-236-0512
Reading Curriculum	Busha, Casey Secondary Reading Program Specialist casey.busha@marion.k12.fl.us 352-867-2139
Professional Development	Busha, Casey Secondary Reading Program Specialist casey.busha@marion.k12.fl.us 352-867-2139
Summer Reading Camp	Brasington, Jami Elementary Coordinator jami.brasington@marion.k12.fl.us 352-671-4152
Third Grade Promotion	Brasington, Jami Elementary Coordinator jami.brasington@marion.k12.fl.us 352-671-4152

Contact	Name, Title, Email, Phone
300 Lowest-Performing Elementary Schools	Kinard, Melissa Area Superintendent, Transformation melissa.kinard@marion.k12.fl.us 352-671-4163
Multi-Tiered System of Supports (MTSS)	Singleton, Laura Elementary MTSS Program Specialist laura.singleton@marion.k12.fl.us 352-671-6842
Multi-Tiered System of Supports (MTSS)	Busha, Casey Secondary Reading Program Specialist casey.busha@marion.k12.fl.us 352-867-2139
Professional Development	Bittick, Janet Director, Professional Learning janet.bittick@marion.k12.fl.us

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.

Marion County Public School's Comprehensive Evidence-Based Reading Plan is communicated to stakeholders in various ways.

School-level administrators, school-level coaches, and district-level staff learn about the Comprehensive Evidence-Based Reading Plan components annually through interactive presentations designed to delve deep into the content, implementation, and application of the plan presented by the Curriculum, Instruction & Digital Learning Department.

School-level administrators share the plan and contents with staff members at individual schools in various ways, including whole faculty presentations, grade-level presentations, and /or subject-area presentations. School-based instructional staff will also be provided professional development opportunities regarding the major components of the Comprehensive Evidence-Based Reading Plan.

Community stakeholders can view and explore the Marion County School District Comprehensive Evidence-Based Reading Plan through the district website at www.marionschools.net.

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 42%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 47%

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

A strong partnership has been built between Marion County Public Schools and the Early Learning Coalition of Marion County (ELCMC). The organizations work collaboratively to build a strong foundation for prekindergarten students within the community. The ELCMC has been instrumental in supporting the opening of a new early learning academy in our district.

Continued collaboration efforts will be evident as prekindergarten programs are offered at all elementary school sites during the 2022-2023 school year using a new standards-aligned ELA curriculum. Throughout the school year, reading professional development will be provided to prekindergarten, kindergarten, first-grade, and second-grade teachers. Professional development focused on building reading foundational skills will continue the following school year with an emphasis on the vertical alignment of standards from prekindergarten through second grade.

Additionally, a new early learning academy is opening in the district to support building foundational literacy skills. Voluntary Prekindergarten and Kindergarten students will be the focus of year one implementation. Students attending this academy will receive intensive support via small group instruction and hands-on exploratory activities.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	35	23	24	14	4	30	18	29	17	6
4	27	22	25	17	8	22	17	30	21	10
5	32	25	22	14	7	27	20	27	17	9
6	34	24	19	18	5	29	19	24	21	7
7	37	23	19	14	6	32	18	24	18	8
8	40	21	20	13	6	35	16	25	16	8
9	31	23	20	18	8	26	18	25	21	10
10	31	27	20	16	6	26	22	25	19	8

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%).

By PM3, 60% of K-2 students will score at or above grade level on the Star Early Literacy/Star Reading Assessment for the 2022-2023 school year.

District Budget for Evidence-Based Reading Instruction Allocation

Budget				
1	Estimated proportional share distributed to district charter			$21,000.00
			FTE	2022-23
				$21,000.00
2	Reading coaches assigned to elementary schools			$400,000.00

			FTE	2022-23
			4.0	$400,000.00
3	Reading coaches assigned to secondary schools			**$0.00**
4	Intervention teachers assigned to elementary schools			**$0.00**
5	Intervention teachers assigned to secondary schools			**$0.00**
6	Supplemental materials or interventions for elementary schools			**$500,000.00**
			FTE	2022-23
				$500,000.00
7	Supplemental materials or interventions for secondary schools			**$100,000.00**
			FTE	2022-23
				$100,000.00
8	Intensive interventions for elementary students reading below grade level			**$300,000.00**
			FTE	2022-23
				$300,000.00
9	Intensive interventions for secondary students reading below grade level			**$200,000.00**
			FTE	2022-23
				$200,000.00
10	Professional development			**$201,563.00**
			FTE	2022-23
				$201,563.00
11	Helping teachers earn the reading endorsement			**$50,000.00**
			FTE	2022-23
				$50,000.00
12	Summer reading camps			**$500,000.00**
			FTE	2022-23
				$500,000.00
13	Additional hour for 300 lowest-performing elementary schools			**$0.00**
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.			**$200,000.00**
			FTE	2022-23
				$200,000.00
			Total:	**$2,472,563.00**

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

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

Marion County Public Schools (MCPS) understands the importance of closing reading gaps early, thereby minimizing the need for intensive intervention. MCPS has committed to providing ongoing professional development to kindergarten through second-grade teachers focused on the science of reading through our partnership with the University of Florida's Literacy Institute (UFLI). Recognizing various teacher backgrounds in reading instruction, the goal is to provide primary teachers with training and support to deliver a systematic progression of foundational skills instruction to students through the UFLI Foundations program. Additional funding has been allocated to intervention programs supporting our kindergarten through third-grade students, as well as our VPK completers that focus on phonological awareness/phonics deficiencies. Four district-level reading coaches continue to scaffold reading support to schools by modeling best practices, engaging in intentional conversations with teachers, and assisting with collaborative planning. Select district coaches will participate in the literacy boot camp to upskill their knowledge and skills to support teachers with effectively delivering evidence-based literacy instruction to meet the needs of all students.

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement is communicated to principals by district leadership through monthly principal meetings. District leadership shares the expectations of the School Literacy Leadership Team and a suggested timeline of implementation and how progress will be monitored.

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

When the School Literacy Leadership Team requirements are communicated to principals, they also learn that team rosters need to be communicated to the district. Schools must submit team rosters to the elementary or secondary ELA/Reading program specialist(s) in the Curriculum, Instruction & Digital Learning Department.

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

The Curriculum, Instruction & Digital Learning Department plays a vital role in supporting the School Literacy Leadership Team across the district. The elementary and secondary coordinators are charged with ensuring compliance with the requirement. The elementary/secondary ELA/Reading Program Specialists monitor and support the schools in assigned areas to complete the mission and vision of the School Literacy Leadership Teams.

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 has developed a 40-hour reading course 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. Additional coursework that meets the statutory requirements has been reviewed and approved by the Curriculum, Instruction & Digital Learning Department to provide additional opportunities for teachers.

Principals, assistant principals, and school-based coaches communicate with district staff the professional development needs based on progress monitoring data from intervention programs or diagnostic assessments resulting in targeted and differentiated professional development and/ or coaching.

Principals have the flexibility to determine mentor teachers and model classrooms based on strengths of the teacher's knowledge of reading instruction and intervention. School administrators may choose to collaborate with administrators on another campus to coordinate and facilitate visits. District staff assists with facilitating visits to model classrooms across the district.

School administrative teams create master schedules with professional learning in mind to build time for teachers to plan collaboratively and receive 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.

Communication of professional learning opportunities takes place in a weekly Learning Line newsletter to principals. Information is also disseminated through administrative meetings. District staff supports principals with each requirement by seeking feedback and information regarding professional development needs and then structures professional learning opportunities to align with these requirements.

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

The Director of Professional Leadership is responsible for supporting the professional development requirements and the district's certification specialist assists in ensuring compliance is met.

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.

District and school-level data, including instructional reviews, are analyzed by curriculum directors in collaboration with area superintendents to prioritize needs and determine areas of support throughout the year.

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?

The role and requirements of coaches are communicated to principals at the beginning of the year by area superintendents.

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?

After instructional reviews and initial action plans are complete, area superintendents and the Director of Elementary Curriculum, Instruction & Digital Learning, works with coaches to prioritize high-impact strategies

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

The Elementary Curriculum, Instruction & Digital Learning Director supports and monitors coach time and tasks.

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

The Elementary Curriculum, Instruction & Digital Learning Director and Coordinator holds monthly meetings with coaches to review and monitor coach time and tasks.

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

Current data is frequently reviewed and analyzed when making decisions regarding coaching time and tasks. This data, along with administrative feedback and recommendations is considered when making coaching decisions.

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?
	Pre-K, K	Screener, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary	3 x A Year
FAST - STAR	Grade K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	Grades 3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
District Developed Assessment	Grades 3-10	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
Phonics Inventory	Middle school students receiving Tier 3 intervention through System 44/Students receiving Tier 3 supports through Read180 Universal who score 600L or below on the Reading Inventory	Screener, Progress Monitoring	Phonics	3 x A Year
Reading Inventory	Select students in Grades 4/5, middle and high school students receiving Tier 2 or Tier 3 supports	Screener, Progress Monitoring	Comprehension	3 x A Year
Reading Plus Insight	Students receiving Tier 2 and Tier 3 supports at the high school level	Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS) Placement Test	Students receiving Tier 2 and Tier 3 intervention in grades K-5	Screener	Phonological Awareness, Phonics, Fluency	Annually
Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS) Mastery Tests	Select elementary students based on placement test	Progress Monitoring	Phonological Awareness, Phonics, Fluency	2 x A Month
Heggerty Phonological Awareness	Students receiving Tier 2 and Tier 3 intervention in grades PreK-2nd	Progress Monitoring, Diagnostic	Phonological Awareness	3 x A Year
REWARDS Pre-Post and Generalization Assessment	Select students receiving Tier 3 interventions at the high school level	Screener	Phonics	3 x A Year
REWARDS Progress Monitoring Assessment	Select students receiving Tier 3 interventions at the high school level	Progress Monitoring	Phonics	2 x A Month

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?
District Developed Assessment	3-5	Formative Assessment	Vocabulary, Comprehension	2 x A Month
UFLI Foundations	K-2	Formative Assessment	Phonological Awareness, Phonics, Fluency	Weekly
i-Ready	K-5	Diagnostic	Phonics, Vocabulary, Comprehension	Annually

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?

The Curriculum, Instruction & Digital Learning Department will meet quarterly to discuss plan implementation progress, ongoing needs, and determine support.

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

Marion County Public Schools will implement a new foundational skills program, UFLI Foundations, to ensure foundational reading skills are taught systematically and explicitly. Professional learning opportunities will be provided for teachers to ensure an understanding of the sequence of foundational skills to support the fidelity of foundational reading instruction.

Implementation guidelines and fidelity checklists are provided, with instruction monitored by school and district level leadership.

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

Using data from formative assessments, elementary teachers and administrators hold Progress Monitoring Plan (PMP) meetings at least three times per year, where members discuss each student to review progress monitoring data. Through these meetings, each student will receive intervention placement or enrichment in addition to Tier 1 differentiated instruction. Schools continue to monitor student progress based on data and adjust placement as well as differentiate instruction as needed.

At the secondary level, Tier 1 formative assessments are reviewed at district meetings with administrators as well as at schools in collaborative teacher meetings to differentiate instruction and make decisions for students. In-program reading intervention data is regularly reviewed by teachers, administrators, and district staff in order to determine how instruction can meet the needs of students via small group instruction in reading classrooms.

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

The elementary English Language Arts series has overarching themes designed to build background knowledge in social studies and science, which are used to build classroom discussions.

Furthermore, disciplinary literacy training is offered at the secondary level to develop teacher ability to facilitate discussion of text between students while deepening their understanding of the content.

Document-Based Questions (DBQ) are used in grades 3-12 as another way of developing discussion and understanding around complex content-area text. Additionally, select titles from the B.E.S.T. and Civics Booklist are utilized to further deepen understanding of content areas.

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

Identified concerns are communicated through individual conversations between school and district staff. If trends are detected, they are addressed via training or monthly meetings. Quarterly meetings to review plan oversight will be used to determine needed support and changes.

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.

The Curriculum, Instruction & Digital Learning Department met to evaluate the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan.

Based on analysis of assessment data and use of the Self-Reflection Tool, the Curriculum, Instruction & Digital Learning Department evaluated the implementation of the reading plan. This evaluation identified elements in need of improvement and strategies to increase outcomes, reflected in the next year's plan. Areas of focus include strengthening District and School Literacy Leadership Teams as well as providing professional learning opportunities to administrators focused on the Science of Reading.

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?

The first step is to ensure that all administrators are aware of the K-12 Reading Plan and its requirements. The district will provide professional learning for all schools on the components and best practices of a successful School Literacy Leadership Team. This professional learning will include suggested meeting timelines for school-based teams. Administrators will then establish and convene School Literacy Leadership Teams, which guide literacy initiatives and carry out the reading plan requirements at the school level. Implementation is monitored and supported by the Curriculum, Instruction & Digital Learning Team and area superintendents.

Who at the district level supports effective implementation?

The Curriculum, Instruction, & Digital Learning Department serve as school-level support that works alongside the School Literacy Leadership teams to address components of the reading plan. Support is differentiated based on the literacy needs of the school as identified by ongoing progress monitoring data. The area superintendents serve as leadership support to principals in the formation of School Literacy Leadership Teams and the implementation of the reading plan.

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

School Literacy Leadership Teams meet to analyze walkthrough and progress monitoring data and create action plans to respond to teacher and student needs. Area superintendents and curriculum and instruction staff work with schools to provide feedback and support effective implementation.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Using the school master schedule, reading walkthroughs are scheduled among school leadership teams. Trends are identified based on implementation of weekly reading walkthroughs.

Who at the district level supports effective implementation?

Curriculum, Instruction & Digital Learning staff serve as school-level support to ensure effective implementation of weekly reading walkthroughs. Area superintendents serve as leadership support to principals, ensuring implementation of weekly reading walkthroughs.

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

Reading walkthrough data is used to identify trends and focus areas. School Literacy Leadership Teams meet to discuss trend data and create action plans to respond to teacher and student needs. Area superintendents and curriculum and instruction staff work with school leadership teams to monitor data and detect trends in need of improvement.

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

What process is in place to ensure effective implementation?

School principals regularly analyze relevant data including progress monitoring, attendance, and engagement within the intervention. Qualitative data through fidelity checklists of intervention programs is analyzed to determine fidelity of instruction. School Literacy Leadership Teams, as well as school-based Multi-Tiered System of Support (MTSS) teams, meet regularly to review intervention progress monitoring data.

Elementary schools hold Progress Monitoring Plan (PMP) meetings at least three times a year to review student data and make adjustments to intervention placement. Additional support is provided by elementary district staff as needed to assist with intervention placement and data analysis.

In addition, secondary principals regularly review Tier 1 English Language Arts and reading intervention data. Additional support is provided to specific schools, as needed, by secondary district staff.

Who at the district level supports effective implementation?

Curriculum, Instruction & Digital Learning staff monitors and supports administrators with using data to determine interventions. In addition, they review Interventionists' Notebooks when they observe walk-throughs of MTSS interventions.

Secondary district staff assists principals with reading intervention walkthroughs and analysis of data to determine placement changes, school-wide trends, fidelity of instruction, and professional learning needs.

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

Using administrator walkthroughs of intervention classrooms and progress monitoring data, School Literacy Leadership Teams meet to discuss data and create action plans to respond to teacher and student needs. District staff assists school principals with monitoring data and detecting trends in need of improvement.

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.

Select third-grade students at risk of scoring a Level 1 on the ELA FSA based on i-Ready AP2 diagnostic testing were invited to summer reading camp. Additional students will be invited upon the release of Third Grade ELA FSA scores. Third Grade Summer Reading Camp instructional positions were posted prior to additional summer employment opportunities and were offered based upon priority ranking of applicants. Applicants were prioritized based on effectiveness rating and progress on/towards reading endorsement.

Third Grade Summer Reading Camp core curriculum focuses on explicit, systematic, and multisensory instruction in all areas of reading by utilizing University of Florida Summer Phonics, Building Vocabulary, Act Now!, and Read Naturally .

The instructional practices within the University of Florida Summer Phonics, Building Vocabulary, and Read Naturally are supported by the evidence based recommendations in the What Works Clearinghouse: Foundation Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation three (3) within the document supports teaching students to decode words, analyze word parts, and write and recognize words (strong evidence), and recommendation four (4) supports ensuring that each student reads connected text everyday to support reading accuracy, fluency, and comprehension (moderate evidence). The materials and routines in the summer camp curriculum will allow teachers to directly teach and support students as they decode words, analyze word parts, write and recognize words, and read connected text.

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.

Curriculum resources will be provided to every school site to address all areas of reading. These resources include University of Florida Summer Phonics, Reader's Theater (Teacher Created Materials) and Building Vocabulary (Teacher Created Materials), and Act Now! (Benchmark Advance). The materials and routines in the resources provided are supported by the evidence-based practices in the What Works Clearinghouse: Foundation Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. These instructional routines will allow teachers to directly teach and support students as they decode words, analyze word parts, write and recognize words, and read connected text.

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.)
359

Students who demonstrate a reading deficiency in grades K-2
899

Students who score Level 1 in grades 4-5
235

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.)
77%

Students who demonstrate a reading deficiency in grades K-2
51%

Students who score Level 1 in grades 4-5
61%

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.

The Marion County Public Schools Family Read-at-Home Plan is revised annually and is available on the district website. Families of students identified with substantial deficiencies in reading are sent a copy of the plan. Within the plan, parents are encouraged to contact their child's school to learn more about the New World's Reading Initiative. Parents are also invited to quarterly parent partnership events to learn how to support literacy in the home. A digital library is available to all students in grades K-5 to provide access to books to support reading at home.

Who at the district is responsible for monitoring this requirement?

The Director and Coordinator of Elementary Curriculum, Instruction & Digital Learning will monitor the creation and communication of the Family Read-at-Home Plan.

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?

A dedicated, uninterrupted 90 minute reading block is incorporated into each elementary school schedule. Elementary administrators receive support from the district in creating master schedules. The Elementary Curriculum, Instruction & Digital Learning Department visits school sites for observation walkthroughs of the 90-minute reading block.

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

The Elementary Curriculum, Instruction & Digital Learning and supervisors are responsible for monitoring the requirement of a dedicated, uninterrupted 90-minute reading block at all elementary schools.

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?

Professional development through the ELA B.E.S.T. Standards includes a focus on building background knowledge and content area literacy skills. The district's core English Language Arts series consists of overarching themes designed to build background knowledge through literacy skills in social studies, science, and the arts. The overarching themes are Exploration (Geography), Patterns (Life Science), Expressions (Arts and Literature), Connections (History), and Our World (Earth Science). In addition, select titles from the Civics Book List have been provided to each elementary school to support civics instruction through literacy.

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

The Elementary Curriculum, Instruction & Digital Learning and supervisors are responsible for monitoring the requirement of increasing students' background knowledge and literacy skills in social studies, science, and the arts.

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

How does the district support and monitor implementation?

Professional development for effective small group differentiated instruction is provided to instructional staff. The director and coordinator from the Elementary Curriculum, Instruction & Digital Learning Department visit school sites for observation walkthroughs of the 90-minute reading block.

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

Follow up support is provided by program specialists in small group differentiated instruction.

The Elementary Curriculum, Instruction & Digital Learning Director and Coordinator are responsible

for monitoring the requirement of small group differentiated instruction in order to meet individual student needs.

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.

Marion County Public Schools aligns K-12 reading instruction with Florida's Revised Formula for Success by ensuring that all six components of reading are addressed and assessed as appropriate for student age, level, and ability. All students receive standards-aligned Tier 1 instruction that includes the components of reading that are developmentally-appropriate for that grade-level. Students will receive accommodations as needed based on their learning plans. When assessment indicates a student reading deficit, additional supports are added as outlined by the district's Assessment/Curriculum Decision Trees.

How does the district support and monitor implementation?

Marion County Public Schools supports and monitors implementation through regular analysis of the data and reading walkthroughs. If implementation monitoring presents a need, it is addressed through coaching and professional development as appropriate. Additionally, Interventionist Notebooks are maintained for elementary interventions at Tier 2 and Tier 3 levels which provide data regarding implementation.

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

Monitoring and support of this requirement is done by the directors and coordinators of the Curriculum, Instruction & Digital Learning Department.

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 accomodations (IEP, ESOL, or 504);*

- *incorporates the principles of Universal Design for Learning; and*

- *includes specially designed instruction for students with disabilities.*

Grade Levels: K-2

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

STAR Early Literacy and/or STAR Reading —Benchmark of 40% percentile or above based on scale score.

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 myView Literacy from Savvas is a student-centered ELA curriculum for grades K–5, built to meet Florida's B.E.S.T. standards while grounded in the science of reading, with a consistent approach to improving student learning and achievement. Savvas myView meets ESSA's "Demonstrates a Rationale" evidence criteria. The core curriculum meets high-quality research findings or positive evaluation that shows the program is likely to improve student outcomes. An effort to study the effects of the program is underway to inform stakeholders about its success of the program. This program is currently on the state-approved adoption list for English Language Arts.

Progress Monitoring

Assessment & Frequency
Star Early Literacy or Star Reading: 3 times per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Continued proficiency benchmark of 40th percentile and above based on scaled score (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate tiers of instruction).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Scale score 25th-39th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 effectiveness is monitored through both classroom observation by school and district leadership and analysis of Star Early Literacy and Star Reading assessment data.

School-based MTSS Teams review academic, instructional, attendance, and behavioral data to identify trends related to Tier 1 instruction.

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?

Area Superintendents, Director, Coordinators, and Program Specialists from Elementary Curriculum, Instruction & Digital Learning frequently visit school sites for observation walk-throughs of Tier 1 face-to-face classrooms. Discussions are held with site-based administrators during the visits.

District and school leadership teams and school-based MTSS teams review Tier 1 data, identify trends and monitor student movement between Tier 1 and Tier 2.

Grade Levels: K-2

Coaches and administrators also engage in the problem-solving process on a larger scale at monthly administrator and coach meetings. Area Superintendents, program specialists, coordinators, and directors of the Elementary Curriculum, Instruction & Digital Learning, and School Pathways and Assessment departments support this process at an individual level and across the district.

How is the effectiveness of Tier 1 curriculum being monitored?

Area Superintendents, Director, Coordinators, and Program Specialists from Elementary Curriculum, Instruction & Digital Learning frequently visit school sites for observation walk-throughs of Tier 1 face-to-face classrooms. Discussions are held with site-based administrators during the visits.

District and school leadership teams and school-based MTSS teams review Tier 1 data, identify trends, and monitor student movement between Tier 1 and Tier 2.

Coaches and administrators also engage in the problem-solving process on a larger scale at monthly administrator and coach meetings. Area Superintendents, as well as the program specialists, coordinators, and directors of the Elementary Curriculum, Instruction & Digital Learning, and School Pathways and Assessment departments support this process, both at an individual level and across the district.

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

Area Superintendents, Director, Coordinators, and Program Specialists from Elementary Curriculum, Instruction & Digital Learning frequently visit school sites for observation walk-throughs of Tier 1 face-to-face and virtual classrooms. Discussions are held with site-based administrators during the visits.

Schools hold regular collaborative planning meetings to plan and discuss instruction, standards-aligned tasks, assessments, and small group differentiation. Elementary program specialists attend collaborative planning sessions at school sites to provide support for the core curriculum and district-developed curriculum maps.

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

-Provision of PDF versions of textbooks, as well as digital text with interactive components
-Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
-Teachers provided support via virtual meetings

Grade Levels: 3-5

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

2022 FSA ELA Score Level 3 and above and/or i-Ready Diagnostic score early, mid, or above grade level

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 myView Literacy from Savvas is a student-centered, ELA curriculum for grades K–5, built to meet Florida's B.E.S.T. standards while grounded in the science of reading, with a consistent approach to improving student learning and achievement. Savvas myView meets ESSA's "Demonstrates a Rationale" evidence criteria. The core curriculum meets high-quality research findings or positive evaluation that shows the program is likely to improve student outcomes. An effort to study the effects of the program is underway to inform stakeholders about the success of the program. This program is currently on the state-approved adoption list for English Language Arts.

Progress Monitoring

Assessment & Frequency
Star Early Literacy or Star Reading: 3 times per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Continued proficiency benchmark of 40th percentile and above based on scaled score (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate tiers of instruction)

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Scale score 25th-39th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 effectiveness is monitored through both classroom observation by school and district leadership and analysis of Star Early Literacy and Star Reading assessment data.

School-based MTSS Teams review academic, instructional, attendance, and behavioral data to identify trends related to Tier 1 instruction.

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?

Area Superintendents, Director, Coordinators, and Program Specialists from Elementary Curriculum, Instruction & Digital Learning frequently visit school sites for observation walk-throughs of Tier 1 face-to-face classrooms. Discussions are held with site-based administrators during the visits.

District and school leadership teams and school-based MTSS teams review Tier 1 data identify trends and monitor student movement between Tier 1 and Tier 2.

Grade Levels: 3-5

Coaches and administrators also engage in the problem-solving process on a larger scale at monthly administrator and coach meetings. Area Superintendents, as well as the program specialists, coordinators, and directors of the Elementary Curriculum, Instruction & Digital Learning and School Pathways and Assessment departments, support this process, both at an individual level and across the district.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 curriculum is monitored through formative and summative assessments, progress monitoring, data reviews, formal observations, walk-throughs and evaluations by school-based administrators, reviews by area superintendents, and with support from the District Literacy Team.

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

Area Superintendents, Director, Coordinators, and Program Specialists from Elementary Curriculum, Instruction & Digital Learning frequently visit school sites for observation walk-throughs of Tier 1 face-to-face and virtual classrooms. Discussions are held with site-based administrators during the visits.

Schools hold regular collaborative planning meetings to plan and discuss instruction, standards-aligned tasks, assessments, and small group differentiation. Elementary program specialists attend collaborative planning sessions at school sites to provide support for the core curriculum and district-developed curriculum maps.

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

-Provision of PDF versions of textbooks, as well as digital text with interactive components
-Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
-Teachers provided support via virtual meetings

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
A preponderance of evidence indicates student proficiency. Data sources include:
The most recent FSA ELA score is level 3 or above
Out-of-state assessment scores indicate proficiency
ELA district-created assessment is at the following level:
Grade 6: 58
Grade 7: 51
Grade 8: 49
Completing an oral reading(OR) of a grade-level passage with 95% accuracy and the following words correct per minute (WCPM), in addition to completing a grade-level Maze passage with 28 correct answers:
Grade 6: 146
Grade 7: 150
Grade 8: 151
An overall scale score on the i-Ready Diagnostic at the following level:
Grade 6: 590
Grade 7: 609
Grade 8: 622
A Reading Inventory (RI) score at the following level:
Grade 6: 925
Grade 7: 970
Grade 8: 1010

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THEN TIER 1 Only

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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.

Savvas My Perspectives is the core curriculum used by Marion County Public Schools in grades 6-8. My Perspectives is built to meet Florida's B.E.S.T. Standards and is supported by promising evidence, in alignment with the criteria set forth by ESSA. This program is currently on the state-approved adoption list for English Language Arts.

Progress Monitoring

Assessment & Frequency
Florida Standards Assessment English Language Arts (annually)
District-created assessment: 3x per year (fall, winter, spring)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
ELA District Quarterly Standards Mastery Assessment (QSMA) is at the following level:
Grade 6: 58
Grade 7: 51
Grade 8: 49

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
ELA District Quarterly Standards Mastery Assessment (QSMA) is not at the following level:

Grade Levels: 6-8

Progress Monitoring
Grade 6: 58
Grade 7: 51
Grade 8: 49

How is the effectiveness of Tier 1 instruction being monitored?

School-based administrators and coaches, as well as area directors, and members of the Secondary Curriculum and Instruction department monitor the effectiveness of Tier 1 instruction via classroom walkthroughs.

Additionally, Tier 1 data is analyzed at the classroom and school levels.

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?

Informal and formal data sources are used to identify learning gaps before, during, and after instruction as a means of driving instructional decision-making. This occurs at the classroom, school, and district levels. School-level collaborative meetings allow teachers to engage in the problem-solving process, supported by school-based coaches, admin teams, and program specialists.

Coaches and administrators also engage in the problem-solving process on a larger scale at monthly administrator and coach meetings. Area directors, as well as the program specialists, coordinators, and directors of the Secondary Curriculum and Instruction and School Counseling and Assessment departments support this process, both at an individual level and across the district.

How is the effectiveness of Tier 1 curriculum being monitored?

School-based administrators and coaches, as well as area directors, and members of the Secondary Curriculum and Instruction department monitor the effectiveness of Tier 1 instruction via classroom walkthroughs.

Additionally, Tier 1 data is analyzed at the district level to identify trends that would indicate a curriculum deficit that needs to be addressed.

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

Classroom walkthroughs by district staff serve as a data collection tool regarding the effectiveness of Tier 1 curriculum. Curriculum maps are provided by the district each year to ensure all standards are appropriately addressed, with teachers providing annual feedback

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

Classroom walkthroughs by district staff serve as a data collection tool regarding the effectiveness of Tier 1 curriculum. Curriculum maps are provided by the district each year to ensure all standards are appropriately addressed, with teachers providing annual feedback regarding the maps. Any deficits in Tier 1 curriculum are addressed through the provision of additional resources, as listed in curriculum maps.

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 preponderance of evidence indicates student proficiency. Data sources include:
The most recent FSA ELA score is level 3 or above
Out-of-state assessment scores indicate proficiency
ELA district-created assessment is at the following level:
Grade 9: 47
Grade 10: 45
Grades 9-11: Completing an oral reading(OR) of a grade-level passage with 95% accuracy and 151 WCPM,
in addition to completing a grade-level Maze passage with 28 correct answers:
Grade 9: A Reading Inventory (RI) score of 1050L
Grades 9-11: The student's Reading Plus Insight Benchmark or SeeReader level indicates grade-level proficiency
Grades 11-12: The student has achieved an ACT or SAT concordant score in alignment with requirement for
that student's graduation cohort

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.

Savvas My Perspectives is the core curriculum used by Marion County Public Schools in grades 6-8. My Perspectives is built to meet Florida's B.E.S.T. Standards and is supported by promising evidence, in alignment with the criteria set forth by ESSA. This program is currently on the state-approved adoption list for English Language Arts.

Progress Monitoring

Assessment & Frequency
Florida Standards Assessment English Language Arts (annually)
District-created assessment: 3x per year (fall, winter, spring)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
ELA district-created assessment indicates mastery of grade-level standards

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

Non-proficiency according to FSA ELA, out-of-state assessments, or historical course placement and performance

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How is the effectiveness of Tier 1 instruction being monitored?

School-based administrators and coaches, as well as area directors, and members of the Secondary Curriculum and Instruction department monitor the effectiveness of Tier 1 instruction via classroom walkthroughs.

Additionally, Tier 1 data is analyzed at the classroom and school levels.

Grade Levels: 9-12

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?

Informal and formal data sources are used to identify learning gaps before, during, and after instruction as a means of driving instructional decision-making. This occurs at the classroom, school, and district levels. School-level collaborative meetings allow teachers to engage in the problem-solving process, supported by school-based coaches, admin teams, and program specialists.

Coaches and administrators also engage in the problem-solving process on a larger scale at monthly administrator and coach meetings. Area directors, as well as the program specialists, coordinators, and directors of the Secondary Curriculum and Instruction and School Counseling and Assessment departments support this process, both at an individual level and across the district.

How is the effectiveness of Tier 1 curriculum being monitored?

School-based administrators and coaches, as well as area directors, and members of the Secondary Curriculum and Instruction department monitor the effectiveness of Tier 1 instruction via classroom walkthroughs.

Additionally, Tier 1 data is analyzed at the district level to identify trends that would indicate a curriculum deficit that needs to be addressed.

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

Classroom walkthroughs by district staff serve as a data collection tool regarding the effectiveness of Tier 1 curriculum. Curriculum maps are provided by the district each year to ensure all standards are appropriately addressed, with teachers providing annual feedback regarding the maps. Any deficits in Tier 1 curriculum are addressed through the provision of additional resources, as listed in curriculum maps.

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

Provision of PDF versions of textbooks, as well as digital text with interactive components
Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
Teachers provided support via virtual meetings

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: K-2

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

STAR Early Literacy and/or STAR Reading, benchmark of 25th-39 percentile based on scale score. Students received Tier 2 interventions in the previous year, and the problem-solving team determines that interventions should continue

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
myFocus Intervention (Savvas myView)

Assessment & Frequency
myFocus Lesson Assessment/ weekly

Performance Criteria to discontinue Tier 2 interventions
The student demonstrates proficiency of skills taught with 80% mastery or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
The student does not demonstrate proficiency of skills taught with a 60-79% proficiency.

Performance Criteria that prompts the addition of Tier 3 interventions
The student performs below 60% proficiency on skills taught.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Language Power

Assessment & Frequency
Unit Progress Checks

Performance Criteria to discontinue Tier 2 interventions
The student demonstrates proficiency in skills taught with 80% mastery or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
The student does not demonstrate proficiency in skills taught with a 60-79% proficiency.

Performance Criteria that prompts the addition of Tier 3 interventions
The student performs below 60% proficiency in skills taught.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Heggerty Phonemic Awareness

Assessment & Frequency
Passage rate on assigned phonemic awareness lessons

Performance Criteria to discontinue Tier 2 interventions
Heggerty: Score of 80% or above on all skills on the assessment

Grade Levels: K-2

Progress Monitoring

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Heggerty: Score of 60-79% or above on all skills on the assessment

Performance Criteria that prompts the addition of Tier 3 interventions
Heggerty: The student does not make adequate progress towards scoring 60% on focus skills on the Heggerty assessment

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Lexia Core 5 (2nd Grade)

Assessment & Frequency
Progress Checks/Weekly

Performance Criteria to discontinue Tier 2 interventions
The student demonstrates proficiency in skills taught with 80% mastery or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
A student does not demonstrate proficiency in skills taught with a 60-79% proficiency.

Performance Criteria that prompts the addition of Tier 3 interventions
Student performs below 60% proficiency on skills taught.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Read Naturally (2nd Grade)

Assessment & Frequency
Read Naturally Fluency Checks/ weekly

Performance Criteria to discontinue Tier 2 interventions
Weekly on grade level fluency checks at or above WCPM benchmark.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Weekly below grade level fluency checks at WCPM benchmark OR weekly grade level fluency checks below WCPM benchmark.

Performance Criteria that prompts the addition of Tier 3 interventions
Weekly below grade level fluency checks consistently below target WCPM.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)

Assessment & Frequency
SIPPS Mastery Tests/every 5 lessons

Performance Criteria to discontinue Tier 2 interventions
80% or greater on Mastery Tests on grade level equivalent SIPPS levels

Grade Levels: K-2

Progress Monitoring
Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction 80% or greater on Mastery Tests on below grade level SIPPS levels

Performance Criteria that prompts the addition of Tier 3 interventions

Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided

Number of times per week intervention provided

4-5

Number of minutes per intervention session

30

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?

Tier 2 interventions align with the core curriculum to ensure students are receiving seamless instruction in both Tier 1 and Tier 2. School administrators receive training on monitoring the fidelity of the interventions. This training includes how to monitor data notebooks and what to look for in each district-supported intervention. School administrators conduct intervention walkthroughs on a weekly basis as well as monitor data notebooks. Problem Solving Teams (PST) meet to review data on students with questionable progress and make recommendations for moving students to Tier 3.

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

District-supported Tier 2 interventions are research-based and show positive effects on student outcomes. Tier 2 interventions focus on a student's reading deficit identified through diagnostic assessments and intervention placement screeners.

Tier 2 Reading Interventions for K-2
Lexia Core 5—Strong ESSA Evidence https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading-program-struggling-readers

SIPPS—Moderate ESSA Evidence https://www.evidenceforessa.org/programs/reading/sippsr-systematic-instruction-phonological-awareness-phonics-and-sight-words

Read Naturally—Promising Evidence on overall reading achievement

Savvas myFocus Intervention- myFocus does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. The IES Guide for Foundational Skills, Recommendation three (3), consists of strong evidence. The practices within the document support teaching students to decode words, analyze word parts and write and recognize words. myFocus teaches students decoding and encoding words through the alphabetic principle, explicit and systematic phonics routines, and applying word knowledge to connected text.

Grade Levels: K-2

Heggety Phonemic Awareness-- Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. The IES Guide for Foundational Skills, Recommendation two (2), consists of strong evidence. The practices within the document support teaching students to develop the segments of sound in speech and how they link to letters. Heggerty Phonemic Awareness teaches students to recognize and manipulate the segments of sound in words and to link those sounds to letters is necessary to prepare them to read words and comprehend text.

Language Power—Language Power does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. The IES Guide for Effective Literacy and English Language Instruction, Recommendation two (3), consists of strong evidence. The practices within the document support teaching students extensive and varied vocabulary instruction. Language Power provides high-quality vocabulary instruction throughout the day. The program teaches essential content words in depth.

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

Programs were selected so that there was at least one digital option for every area of reading deficit. Rigorous instruction will be provided to students through a distance learning platform. Students will receive differentiated small group instruction through virtual small groups when available and appropriate.

Grade Levels: 3-5

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

i-Ready Diagnostic Score of one year below grade level
Student received Tier 2 interventions in the previous year and the problem solving team determines that interventions should continue

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
myFocus Intervention (Savvas myView)

Assessment & Frequency
myFocus Lesson Assessment/ Weekly

Performance Criteria to discontinue Tier 2 interventions
Student demonstrates proficiency of skills taught with 80% mastery or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student does not demonstrate proficiency of skills taught with a 60-79% proficiency.

Performance Criteria that prompts the addition of Tier 3 interventions
Student performs below 60% proficiency on skills taught.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)

Assessment & Frequency
SIPPS Mastery Tests/every 5 lessons

Performance Criteria to discontinue Tier 2 interventions
80% or greater on Mastery Tests on grade level equivalent SIPPS levels.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
80% or greater on Mastery Tests on below grade level SIPPS levels.

Performance Criteria that prompts the addition of Tier 3 interventions
Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Lexia Core 5 (3rd grade)

Assessment & Frequency
Progress Checks/Weekly

Performance Criteria to discontinue Tier 2 interventions
Student demonstrates proficiency of skills taught with 80% mastery or higher.

Grade Levels: 3-5

Progress Monitoring

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student does not demonstrate proficiency of skills taught with a 60-79% proficiency.

Performance Criteria that prompts the addition of Tier 3 interventions
Student performs below 60% proficiency on skills taught.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Read Naturally

Assessment & Frequency
Read Naturally Fluency Checks/ weekly

Performance Criteria to discontinue Tier 2 interventions
Weekly on grade level fluency checks at or above WCPM benchmark.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Weekly below grade level fluency checks at WCPM benchmark OR weekly grade level fluency checks below WCPM benchmark.

Performance Criteria that prompts the addition of Tier 3 interventions
Weekly below grade level fluency checks consistently below target WCPM.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Read180 (4th and 5th grade)

Assessment & Frequency
Progress Checks/Weekly

Performance Criteria to discontinue Tier 2 interventions
Student demonstrates proficiency of skills taught with 80% mastery or higher.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student does not demonstrate proficiency of skills taught with a 60-79% proficiency.

Performance Criteria that prompts the addition of Tier 3 interventions
Student performs below 60% proficiency on skills taught.

Number of times per week intervention provided

4-5

Number of minutes per intervention session

30

Grade Levels: 3-5

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?

Tier 2 interventions align to core curriculum to ensure students are receiving seamless instruction in both Tier 1 and Tier 2. School administrators receive training on monitoring the fidelity of the interventions. This training includes how to monitor data notebooks and what to look for in each district-supported intervention. School administrators conduct intervention walkthroughs on a weekly basis as well as monitor data notebooks. Problem Solving Teams (PST) meet to review data on students with questionable progress and make recommendations for moving students to Tier 3.

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

District supported Tier 2 interventions are research-based and show positive effects on student outcomes. Tier 2 interventions focus on a student's reading deficit identified through diagnostic assessments and intervention placement screeners.

Tier 2 Reading Interventions for 3-5:
Lexia Core 5—Strong ESSA Evidence

SIPPS—Moderate ESSA Evidence

Read Naturally—Promising Evidence on overall reading achievement

Savvas myFocus Intervention- myFocus does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. The IES Guide for Foundational Skills, Recommendation three (3), consists of strong evidence. The practices within the document support teaching students to decode words, analyze word parts, and write and recognize words. myFocus teaches students decoding and encoding words through the alphabetic principal, explicit and systematic phonics routines, and applying word knowledge to connected text.

Read180—Strong Evidence for Comprehension and Literacy Achievement:

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

Programs were selected so that there was at least one digital option for every area of reading deficit. Rigorous instruction will be provided to students through a distance learning platform. Students will receive differentiated small group instruction through virtual small groups when available and appropriate.

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 reads at least 130 WCPM on a grade-level probe with 95% accuracy but does not achieve 28 correct answers on grade-level Maze.

The student's i-Ready Diagnostic score is below the grade-level proficiency scores (grade 6- 590, grade 7- 609, grade 8- 622), but shows the student has mastered phonological awareness and phonics. Vocabulary and comprehension scores on the i-Ready Diagnostic are below grade level.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Study Sync

Assessment & Frequency
i-Ready Diagnostic 3x per year (fall, winter spring) StudySync Benchmark 3x per year (fall, winter, spring)

Performance Criteria to discontinue Tier 2 interventions

A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:

The student's most recent i-ready diagnostic results show the student has tested out of phonological awareness and phonics, and the scale score is in alignment with the scores listed above in the Tier 1 Assessment/Curriculum Tree.

Student reads 140 WCPM on a grade-level probe AND scores 23 correct answers with 90% accuracy on a grade-level Maze.

Student's district-created ELA scores are on grade level.

Students will continue to receive disciplinary literacy strategies in their content-area classes.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below: The student's most recent i-ready diagnostic results show the student has tested out of phonological awareness and phonics, but the scale score is below the cut score identified in the Tier 1 Assessment/Curriculum Tree The student reads between 130 and 139 WCPM on a grade-level probe with 95% accuracy OR the student reads 140 WCPM on a grade-level probe, but scores less than 28 correct answers on a grade-level Maze

Performance Criteria that prompts the addition of Tier 3 interventions

A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:

The student's most recent i-ready diagnostic results show the student has not tested out of phonics or phonological awareness.

The student reads less than 115 WCPM on a grade-level probe and/or has less than 95% accuracy when reading a grade-level probe.

Student's Reading Inventory Score indicates a below grade-level score (in combination with another listed data source):

Grade 6- below 925

Grade Levels: 6-8

Progress Monitoring

Grade 7- below 970
Grade 8- below 1010

Number of times per week intervention provided

2-5

Number of minutes per intervention session

50-100

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?

Data is used at the classroom, school, and district levels to examine the effectiveness of Tier 2 intervention. Implementation guidelines are provided for each intervention and used as walkthrough tools by school leadership and district support to ensure fidelity of implementation.

Teachers are provided with lessons that align with content in Social Studies and Science classrooms in order to help students receiving Tier 2 intervention establish background knowledge and enhance their vocabulary attainment and comprehension in core classes. Collaboration between teachers is also key in assuring alignment.

Explain how the use of the programs/materials/strategies 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.

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

Provision of PDF versions of textbooks, as well as digital text with interactive components
Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
Teachers provided support via virtual meetings

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Scored a level 1 or 2 on the most recent FSA (or comparable state test)
Does not meet a proficiency indicator listed in the Tier 1 Assessment/Curriculum Decision Tree
The student's identified deficit does not include fluency, phonics, or phonological awareness, as identified by a grade-level oral reading probe.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Reading Plus with the use of supplemental materials to include DBQ (Document Based Question) lessons, CIS (Comprehension Instructional Sequence) lessons

Assessment & Frequency
Insight 3 times per year (fall/winter/spring)

Performance Criteria to discontinue Tier 2 interventions
A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
The student demonstrates proficiency by scoring on grade level for both vocabulary and comprehension on the Insight assessment.
The student demonstrates grade-level silent reading fluency of 248 WCPM, as measured by the Insight assessment.
District-created assessment scores indicate the student is working at grade level.
Students will continue to be supported with disciplinary literacy strategies in their content-area classes.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
Student scores below grade level on the Insight assessment in the areas of comprehension and vocabulary.
The student demonstrates below grade-level silent reading fluency (below 248 WCPM) as measured by the Insight assessment.
Insight assessment indicates there are no foundational deficits and Reading Plus is appropriate as an intervention.

Performance Criteria that prompts the addition of Tier 3 interventions
A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
Insight assessment indicates that Reading Plus is not an appropriate intervention due to the presence of foundational deficits.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Study Sync

Grade Levels: 9-12

Progress Monitoring
Assessment & Frequency
Insight 3 times per year (fall/winter/spring)
StudySync Benchmark 3x per year (fall, winter, spring)

Performance Criteria to discontinue Tier 2 interventions

A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:

The student demonstrates proficiency by scoring on grade level for both vocabulary and comprehension on the Insight assessment.

The student demonstrates grade-level silent reading fluency of 248 WCPM, as measured by the Insight assessment.

The student's Maze assessment shows grade-level proficiency with a score of 28 correct answers District-created assessment scores indicate the student is working at grade level.

Students will continue to be supported with disciplinary literacy strategies in their content-area classes.

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

A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:

Student scores below grade level on the Insight assessment in the areas of comprehension and vocabulary.

The student demonstrates below grade-level silent reading fluency (below 248 WCPM) as measured by the Insight assessment.

Insight assessment indicates there are no foundational deficits and Reading Plus is appropriate as an intervention.

Performance Criteria that prompts the addition of Tier 3 interventions

A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:

Insight assessment indicates that Reading Plus is not an appropriate intervention due to the presence of foundational deficits.

Number of times per week intervention provided

2-5

Number of minutes per intervention session

50-100

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?

Data is used at the classroom, school, and district levels to examine the effectiveness of Tier 3 intervention. Implementation guidelines are provided for each intervention and used as walkthrough tools by school leadership and district support to ensure fidelity of implementation.

Alignment with core curriculum and instruction is monitored and improved upon via pacing guides that

Grade Levels: 9-12

align thematically with curriculum maps, aiming to address themes and/or standards at a similar time in order to reinforce the development of vocabulary and background knowledge.

Explain how the use of the programs/materials/strategies 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.

Reading Plus meets ESSA "strong" evidence criteria:

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

Provision of PDF versions of textbooks, as well as digital text with interactive components
Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
Teachers provided support via virtual meetings

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: K-2

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

(Enter assessment criteria that will be used)

Students retained in the 2020-2021 school year.
STAR Early Literacy and/or STAR Reading, the benchmark of 24th percentile or below based on scale score.
Problem Solving Team (PST) determines that interventions should continue, or the student received Tier 2 interventions previously and the PST determines that Tier 3 interventions are needed.

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

Tier 3 Programs/Materials/Strategies & Duration
Language Power

Assessment & Frequency
Unit Assessments

Performance Criteria to discontinue Tier 3 interventions
Student scores 75% or above on all skills on the assessment.

Performance Criteria indicating continuation of Tier 3 interventions
The student does not make adequate progress towards scoring 75% on unit assessments.

Performance Criteria that prompts intensified Tier 3 interventions
The student does not make adequate progress towards scoring 75% on unit assessments.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Heggerty Phonemic Awareness

Assessment & Frequency
Passage rate on assigned phonemic awareness lessons completed

Performance Criteria to discontinue Tier 3 interventions
Student scores 75% or above on all skills on the assessment.

Performance Criteria indicating continuation of Tier 3 interventions
Student does not make adequate progress towards scoring 75% on focus skills on the Heggerty assessment

Performance Criteria that prompts intensified Tier 3 interventions
A student does not make adequate progress towards scoring 75% on focus skills on the Heggerty assessment

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Lexia Core 5 (2nd Grade)

Assessment & Frequency
Progress Checks/Weekly

Performance Criteria to discontinue Tier 3 interventions
Student scores 75% or above on all skills on the assessment.

Grade Levels: K-2

Progress Monitoring

Performance Criteria indicating continuation of Tier 3 interventions
The student does not make adequate progress towards scoring 75% on unit assessments.

Performance Criteria that prompts intensified Tier 3 interventions
The student does not make adequate progress towards scoring 75% on unit assessments.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Read Naturally (2nd Grade)

Assessment & Frequency
Fluency Checks/Weekly

Performance Criteria to discontinue Tier 3 interventions
Weekly below grade level fluency checks at WCPM benchmark

Performance Criteria indicating continuation of Tier 3 interventions
Weekly below grade level fluency checks consistently below target WCPM.

Performance Criteria that prompts intensified Tier 3 interventions
Weekly below grade level fluency checks consistently below target WCPM.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)

Assessment & Frequency
SIPPS Mastery Tests/every 5 lessons

Performance Criteria to discontinue Tier 3 interventions
SIPPS Mastery Tests/every 5 lessons
80% or greater on Mastery Tests on below grade level SIPPS levels

Performance Criteria indicating continuation of Tier 3 interventions
Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided.

Performance Criteria that prompts intensified Tier 3 interventions
Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided.

Number of times per week intervention provided

5

Number of minutes per intervention session

30-45 minutes

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

Grade Levels: K-2

Tier 3 interventions align with the core curriculum to ensure students are receiving seamless instruction in Tier 1, Tier 2, and Tier 3. School administrators receive training on monitoring the fidelity of the interventions. This training includes how to monitor data notebooks and what to look for in each district-supported intervention. School administrators conduct intervention walkthroughs on a weekly basis as well as monitor data notebooks. Problem Solving Teams (PST) meet to review data on Tier 3 students to determine the next steps.

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

Tier 3 interventions continue to focus on a student's reading deficit identified through diagnostic assessments and intervention placement screeners. Intervention is intensified by providing a smaller group size or an increase in the time allotted for Tier 3 intervention. Instruction is provided by a teacher certified or endorsed in the area of Reading.

Tier 3 Reading Interventions for K-2
Lexia Core 5—Strong ESSA Evidence

SIPPS—Moderate ESSA Evidence

Read Naturally—Promising Evidence on overall reading achievement

Heggety Phonemic Awareness-- Heggerty does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. The IES Guide for Foundational Skills, Recommendation two (2), consists of strong evidence. The practices within the document support teaching students to develop the segments of sound in speech and how they link to letters. Heggerty Phonemic Awareness teaches students to recognize and manipulate the segments of sound in words and to link those sounds to letters is necessary to prepare them to read words and comprehend text.

Language Power—Language Power does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. The IES Guide for Effective Literacy and English Language Instruction, Recommendation two (3), consists of strong evidence. The practices within the document support teaching students extensive and varied vocabulary instruction. Language Power provides high-quality vocabulary instruction throughout the day. The program teaches essential content words in depth.

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

Programs were selected so that there was at least one digital option for every area of reading deficit. Rigorous instruction will be provided to students through a distance learning platform. Students will receive differentiated small group instruction through virtual small groups when available and appropriate.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

Students retained in 2020-2021 school year
i-Ready Diagnostic Score of two or more years below grade level
Problem Solving Team (PST) determines that interventions should continue, or the student received
Tier 2 interventions previously and the PST determines that Tier 3 intervention s are needed

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Read180 (4th and 5th grade)

Assessment & Frequency
Reading Inventory 3 times per year plus Weekly Progress Checks

Performance Criteria to discontinue Tier 3 interventions
Student scores 75% or above on all skills on the assessment.

Performance Criteria indicating continuation of Tier 3 interventions
Student does not make adequate progress towards scoring 75% on unit assessments.

Performance Criteria that prompts intensified Tier 3 interventions
Student does not make adequate progress towards scoring 75% on unit assessments.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Read Naturally

Assessment & Frequency
Fluency Checks/ weekly

Performance Criteria to discontinue Tier 3 interventions
Weekly below grade level fluency checks at WCPM benchmark

Performance Criteria indicating continuation of Tier 3 interventions
Weekly below grade level fluency checks consistently below target WCPM.

Performance Criteria that prompts intensified Tier 3 interventions
Weekly below grade level fluency checks consistently below target WCPM.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)

Assessment & Frequency
SIPPS Mastery Tests/every 5 lessons

Performance Criteria to discontinue Tier 3 interventions
80% or greater on Mastery Tests on below grade level SIPPS levels

Grade Levels: 3-5

Progress Monitoring

Performance Criteria indicating continuation of Tier 3 interventions
Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided

Performance Criteria that prompts intensified Tier 3 interventions
Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Lexia Core 5 (3rd grade)

Assessment & Frequency
Progress Checks/Weekly

Performance Criteria to discontinue Tier 3 interventions
Student scores 75% or above on all skills on the assessment.

Performance Criteria indicating continuation of Tier 3 interventions
Student does not make adequate progress towards scoring 75% on unit assessments.

Performance Criteria that prompts intensified Tier 3 interventions
Student does not make adequate progress towards scoring 75% on unit assessments.

Number of times per week intervention provided

5

Number of minutes per intervention session

30-45

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?

Tier 3 interventions align to core curriculum to ensure students are receiving seamless instruction in Tier 1, Tier 2, and Tier 3. School administrators receive training on monitoring the fidelity of the interventions. This training includes how to monitor data notebooks and what to look for in each district-supported intervention. School administrators conduct intervention walkthroughs on a weekly basis as well as monitor data notebooks. Problem Solving Teams (PST) meet to review data on Tier 3 students to determine next steps.

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

Tier 3 interventions continue to focus on a student's reading deficit identified through diagnostic assessments and intervention placement screeners. Intervention is intensified by providing smaller group size or an increase in the time allotted for Tier 3 intervention. Instruction is provided by a teacher certified or endorsed in the area of Reading.

Grade Levels: 3-5

Tier 3 Interventions for 3-5
Lexia Core 5—Strong ESSA Evidence

SIPPS—Moderate ESSA Evidence

Read Naturally—Promising Evidence on overall reading achievement

Read180—Strong Evidence for Comprehension and Literacy Achievement:

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

Programs were selected so that there was at least one digital option for every area of reading deficit. Rigorous instruction will be provided to students through a distance learning platform. Students will receive differentiated small group instruction through virtual small groups when available and appropriate.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Read180 Universal: student has a Reading Inventory (RI) score of at least 600L OR if the score is under 600L, then the student scored Advancing Decoder on the Phonics Inventory (PI)/student reads between 100 and 120 WCPM with 95% accuracy on a grade-level probe/i-Ready diagnostic scores indicate the student has mastered phonological awareness and phonics but vocabulary and comprehension levels are significantly below grade-level

System 44: student has an RI score below 600L and a PI score that indicates the student is a Pre-Decoder, Beginning Decoder or Developing Decoder/student reads less than 100 WCPM on a grade-level passage and/or with less than 95% accuracy/ i-Ready Diagnostic indicates a grade level of 1-2 for phonics

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

Tier 3 Programs/Materials/Strategies & Duration

Read 180 Universal with small group instruction

Assessment & Frequency

i-Ready diagnostic 3 times per year (fall/winter/spring)
Reading Inventory 3 times per year (fall/winter/spring

Performance Criteria to discontinue Tier 3 interventions

A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
The student reads between 130 and 139 WCPM on a grade-level probe with 95% accuracy
OR
the student reads 140 WCPM on a grade-level probe but scores less than 28 correct answers on a grade-level Maze
AND
student's most recent i-Ready diagnostic scores indicate the student has mastered phonological awareness and phonics, but the scale score is below the cut score identified in the Tier 1 Assessment/Curriculum Tree
A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
The student reads between 130 and 139 WCPM on a grade-level probe with 95% accuracy
OR
the student reads 140 WCPM on a grade-level probe but scores less than 28 correct answers on a grade-level Maze
AND
student's most recent i-Ready diagnostic scores indicate the student has mastered phonological awareness and phonics, but the scale score is below the cut score identified in the Tier 1 Assessment/Curriculum Tree

Performance Criteria indicating continuation of Tier 3 interventions

A preponderance of the evidence, demonstrated by progress monitoring data prompts a change to Tier 3 intervention. This would include the need for additional support as indicated by the following data sources:
Phonics Inventory Fluency Score below Advancing Decoder (below 23) on Phonics Inventory
Reading Inventory score below 600 (without Advancing Decoder status on Phonics Inventory)
The student's most recent i-ready score indicates a lack of mastery in Phonological Awareness and/

Grade Levels: 6-8

Progress Monitoring

or Phonics
A preponderance of the evidence, demonstrated by progress monitoring data prompts a change to Tier 3 intervention, as indicated by the following data sources:
A Phonics Inventory Fluency Score that indicates Pre-Decoder (score of 1-10) on the Phonics Inventory
A Phonics Inventory Fluency Score that indicates Advancing Decoder (score of 23-60) on the Phonics Inventory
The student's most recent i-ready diagnostic score indicates a lack of mastery in the area of phonological awareness

Performance Criteria that prompts intensified Tier 3 interventions

A preponderance of the evidence, demonstrated by progress monitoring data prompts a change to Tier 3 intervention. This would include the need for additional support as indicated by the following data sources:
Phonics Inventory Fluency Score below Advancing Decoder (below 23) on Phonics Inventory
Reading Inventory score below 600 (without Advancing Decoder status on Phonics Inventory)
The student's most recent i-ready score indicates a lack of mastery in Phonological Awareness and/or Phonics
A preponderance of the evidence, demonstrated by progress monitoring data prompts a change to Tier 3 intervention, as indicated by the following data sources:
A Phonics Inventory Fluency Score that indicates Pre-Decoder (score of 1-10) on the Phonics Inventory
A Phonics Inventory Fluency Score that indicates Advancing Decoder (score of 23-60) on the Phonics Inventory
The student's most recent i-ready diagnostic score indicates a lack of mastery in the area of phonological awareness

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

System 44 with small group instruction

Assessment & Frequency

i-Ready diagnostic 3 times per year (fall/winter/spring)
Phonics Inventory 3 times per year (fall/winter/spring)
Reading Inventory 2 times per year (fall/spring)

Performance Criteria to discontinue Tier 3 interventions

A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
The student reads between 130 and 139 WCPM on a grade-level probe with 95% accuracy
OR
the student reads 140 WCPM on a grade-level probe but scores less than 28 correct answers on a grade-level Maze
AND
student's most recent i-Ready diagnostic scores indicate the student has mastered phonological awareness and phonics, but the scale score is below the cut score identified in the Tier 1 Assessment/Curriculum Tree

Performance Criteria indicating continuation of Tier 3 interventions

A preponderance of the evidence, demonstrated by progress monitoring data prompts a change to Tier 3 intervention, as indicated by the following data sources:

Grade Levels: 6-8

Progress Monitoring
A Phonics Inventory Fluency Score that indicates Pre-Decoder (score of 1-10) on the Phonics Inventory
A Phonics Inventory Fluency Score that indicates Advancing Decoder (score of 23-60) on the Phonics Inventory
The student's most recent i-ready diagnostic score indicates a lack of mastery in the area of phonological awareness

Performance Criteria that prompts intensified Tier 3 interventions

A preponderance of the evidence, demonstrated by progress monitoring data prompts a change to Tier 3 intervention, as indicated by the following data sources:
A Phonics Inventory Fluency Score that indicates Pre-Decoder (score of 1-10) on the Phonics Inventory
A Phonics Inventory Fluency Score that indicates Advancing Decoder (score of 23-60) on the Phonics Inventory
The student's most recent i-ready diagnostic score indicates a lack of mastery in the area of phonological awareness

Number of times per week intervention provided

2-5

Number of minutes per intervention session

50-100

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?

Data is used at the classroom, school, and district levels to examine the effectiveness of Tier 3 intervention. Implementation guidelines are provided for each intervention and used as walkthrough tools by school leadership and district support to ensure fidelity of implementation.

Alignment with core curriculum and instruction is monitored and improved upon via pacing guides that align thematically with curriculum maps, aiming to address themes and/or standards at a similar time in order to reinforce the development of vocabulary and background knowledge.

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

Read 180 and System 44 are included in the 2020-21 ELA Instructional Adoption List.

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

Teachers were provided specific professional development by the publisher regarding how to effectively deliver interventions through distance learning
Provision of PDF versions of textbooks, as well as digital text with interactive components
Provision of technology and/or Internet access for students in need of these resources to participate in

Grade Levels: 6-8

distance learning opportunities
Teachers provided support via Zoom meetings

Grade Levels: 9-12

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

The student:
Scored a level 1 or 2 on the most recent FSA (or comparable state test)
Does not meet a proficiency indicator listed in the Tier 1 Assessment/Curriculum Decision Tree
The student's identified deficit is fluency, phonics, or phonological awareness, as identified by one or more of the following data sources:
A San Diego Quick score below 5th grade
An oral reading score below 151 WCPM with 95% accuracy on a grade level probe
Insight assessment data that indicates Reading Plus is not an appropriate intervention and foundational reading support is required.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
REWARDS Secondary/WARDS Plus Social Studies/REWARDS Plus Science with small group instruction

Assessment & Frequency
REWARDS Progressing Monitoring Assessments (upon completion of every 5th lesson)

Performance Criteria to discontinue Tier 3 interventions
A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
The student passes REWARDS Post and Generalization tests with a score of at least 80% and reads at least 151 WCPM with 95% accuracy on a grade-level probe

Performance Criteria indicating continuation of Tier 3 interventions
A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
The student passes REWARDS Post and Generalization tests with a score of at least 80% but reads less than 151 WCPM on a grade-level probe and scores 28 correct answers on a grade-level Maze.

Performance Criteria that prompts intensified Tier 3 interventions
A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
The student passes REWARDS Post and Generalization tests with a score of at least 80% but reads less than 151 WCPM on a grade-level probe and scores 28 correct answers on a grade-level Maze.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Read180 Universal with small group instruction

Assessment & Frequency
Reading Inventory 3 times per year (fall/winter/spring

Performance Criteria to discontinue Tier 3 interventions
A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
The student's Reading Inventory score is at or above a 1050L.

Grade Levels: 9-12

Progress Monitoring

The student reads at least 151 WCPM with 95% accuracy on a grade-level probe and scores 28 correct answers on a grade-level Maze

Performance Criteria indicating continuation of Tier 3 interventions

A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
The student's Reading Inventory Score is below 600L.

Performance Criteria that prompts intensified Tier 3 interventions

A preponderance of the evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
The student's Reading Inventory Score is below 600L.

Number of times per week intervention provided

2-5

Number of minutes per intervention session

50-100

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?

Data is used at the classroom, school, and district levels to examine the effectiveness of Tier 3 intervention. Implementation guidelines are provided for each intervention and used as walkthrough tools by school leadership and district support to ensure fidelity of implementation.

Alignment with core curriculum and instruction is monitored and improved upon via pacing guides that align thematically with curriculum maps, aiming to address themes and/or standards at a similar time in order to reinforce the development of vocabulary and background knowledge.

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

Read 180 Universal meets ESSA "strong" evidence criteria.

REWARDS meets ESSA "strong" evidence criteria.

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

Teachers were provided specific professional development by the publisher regarding how to effectively deliver interventions through distance learning
Provision of PDF versions of textbooks, as well as digital text with interactive components
Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
Teachers provided support via virtual meetings

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.

Elementary students take a universal screener three times a year: fall, winter, and spring. The students receive scores based on grade level proficiency in all the areas of reading. Students who score two or more grade levels below in any of the domains are identified as demonstrating a substantial deficiency. Progress Monitoring Process (PMP) Meetings are held to discuss student performance using all available data points. School teams create a plan to implement and monitor an intervention program addressing the specific deficit.

Teams assemble again after 9-12 weekly monitoring points so progress can be discussed. Students making at least marginal progress towards the goal and deficits remain, the intervention and progress monitoring continues. For students not making progress, the team creates a plan to intensify the intervention. The collection of weekly monitoring points continues and progress towards the established goal is charted.

Middle School students complete a district created assessment to monitor mastery of grade-level standards. Additionally, students receiving Tier 2 and Tier 3 supports complete a universal screener three times per year, receiving scores in reading. Data from these sources, combined with in-program data are used to monitor student progress and identify students showing a substantial deficiency in reading. Teachers, coaches, and administrators monitor this data at the school-level to make intervention decisions for students who display substantial reading deficiencies. Data is also monitored at the district level by coaches, coordinators, and directors.

High school students complete a district created assessment to monitor mastery of grade-level standards. Additionally, students receiving Tier 2 and Tier 3 supports complete the Reading Plus Insight Benchmark three times per year. The process for monitoring data and providing assistance to students mirrors the process described for middle school students.