Martin County School District

2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Blount, Shannon Coordinator of Reading/Language Arts blounts@martinschools.org 772-219-1200 x30144
Reading Endorsement	Gray, Carole Human Resources Technician grayc@martinschools.org 772-219-1200 x30218
Professional Development	Padgett, Heather Coordinator of Professional Development padgeth@martinschools.org 772-219-1200 x30289
Assessment	Laws, Greg Coordinator of Assessment lawsg@martin.k12.fl.us 772-219-1200 x30271
Data Element	Capezzuto, Carmen Systems Analyst, ET capezzc@martinschools.org 772-219-1200 x30358
Summer Reading Camp	White, Mary Director of Curriculum and Instruction mcwillm@martin.k12.fl.us 772-219-1200 x30180
Third Grade Promotion	White, Mary Director of Curriculum and Instruction mcwillm@martin.k12.fl.us 772-219-1200 x30180
Multi-Tiered System of Supports (MTSS)	Iuilucci, Theresa Director of Student Services iuiliuct@martin.k12.fl.us 772-219-1200 x30160
Elementary English Language Arts (ELA)	Blount, Shannon Coordinator of Reading/Language Arts blounts@martinschools.org 772-219-1200 x30144
Secondary ELA	Blount, Shannon Coordinator of Reading/Language Arts blounts@martinschools.org 772-219-1200 x30144
Reading Curriculum	Blount, Shannon Coordinator of Reading/Language Arts blounts@martinschools.org 772-219-1200 x30144
300 Lowest-Performing Elementary Schools	Blount, Shannon Coordinator of Reading/Language Arts blounts@martinschools.org 772-219-1200 x30144

Communication of Plan Information

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

The Comprehensive Evidence-Based Reading Plan (CERP) is shared in administrative back-to-school days with directors, principals and assistant principals. The CERP is also shared with literacy coaches who either communicate the information to their school-based, grade-level teams or the Coordinator of Reading/Language Arts will share during site visits. The Plan is shared at a Martin County School Board meeting and is posted to the English/Language Arts webpage on the Martin County School District website. Relevant content is also shared at multi-agency community meetings with the District's stakeholder partners.

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 52%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 57%

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

Action Steps:
• Continue collaboration with Early Learning Coalition to identify community needs
• Hold PreK/K teachers transition meetings in the spring with both district staff and private childcare providers
• Offer a summer program for incoming kindergarten students in two Title One school zones, extending from a 4-day to 5-day week
• Continue to offer Professional Development focused on increasing literacy skills for district PreK programs staff, invite local providers' staff to attend
• Partner with State Regional Literacy Directors
• Establish a "Countdown to Kindergarten" program for incoming kindergarten students coordinated by a Kindergartener Ambassador at each elementary site. Literacy outreach to enrolled families will be done prior to students' first day in kindergarten.

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	24	25	28	18	5	17	27	29	20	7
4	27	18	25	22	8	20	20	26	24	10
5	27	22	23	19	9	20	25	23	21	11
6	24	26	20	22	8	17	28	21	24	10
7	28	23	22	18	10	21	25	22	20	12
8	28	22	24	15	11	21	24	25	17	13
9	25	21	22	21	11	18	23	23	23	13
10	23	23	22	21	10	16	25	24	23	12

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%).

This past year, we administered the Benchmark Advance interim and unit assessments prescribed by the curriculum; the interim assessment was administered four times a year and the unit assessments were every three weeks. For 2022-23, we will administer F.A.S.T. three times a year (in lieu of the Benchmark Advance interims) and will keep the unit assessments. The expectation is that students are exhibiting continuous improvement on the unit assessments as they assess the benchmarks taught in each unit. By the end of the year, they all should have been taught to mastery. Ideally, all students would exhibit a 60% or higher on all benchmarks. The interim assessments showed growth across the year. Now that we will do the F.A.S.T. instead and do not have baseline data yet, the only literacy goals we can make at this time would be comparing across two different assessments. Ultimately, we would anticipate lowering the number of students requiring urgent interventions (tier 3) and interventions (tier 2) from the beginning of the year to the end and increasing the number of students at/above benchmark on F.A.S.T-Star.

District Budget for Evidence-Based Reading Instruction Allocation

Budget				
1	Estimated proportional share distributed to district charter			$106,848.00
			FTE	2022-23
				$106,848.00
2	Reading coaches assigned to elementary schools			$297,000.00
			FTE	2022-23
			4.0	$297,000.00
3	Reading coaches assigned to secondary schools			$68,000.00
			FTE	2022-23
			3.5	$68,000.00
4	Intervention teachers assigned to elementary schools			$147,000.00

		FTE	2022-23
		2.0	$147,000.00
5	Intervention teachers assigned to secondary schools		$0.00
		FTE	2022-23
		0.0	$0.00
6	Supplemental materials or interventions for elementary schools		$30,000.00
		FTE	2022-23
			$30,000.00
7	Supplemental materials or interventions for secondary schools		$5,000.00
		FTE	2022-23
			$5,000.00
8	Intensive interventions for elementary students reading below grade level		$25,935.00
		FTE	2022-23
			$25,935.00
9	Intensive interventions for secondary students reading below grade level		$5,000.00
		FTE	2022-23
			$5,000.00
10	Professional development		$20,000.00
		FTE	2022-23
			$20,000.00
11	Helping teachers earn the reading endorsement		$410,000.00
		FTE	2022-23
			$410,000.00
12	Summer reading camps		$50,000.00
		FTE	2022-23
			$50,000.00
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.		$15,000.00
		FTE	2022-23
			$15,000.00
		Total:	$1,179,783.00

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.

For 2022-23, a rubric was evaluated using only K-3 data focused on substantially reading deficient students as determined by 2021-22 data. For K-2 students, the FLKRS percentile ranks and the end-of-year Benchmark Advance Interim Assessment 4 percentages were examined. Third grade FSA data was also included. With this information, we prioritize schools with the most need. At those sites, we utilize district-based coaches or interventionists. Either position must prioritize their time working with the K-3 teachers/ students. It is worthwhile to note that, in addition to funds allocated from the reading plan, we are also utilizing ESSER II funds to provide our two neediest elementary school two additional teachers focused on reading in 1st-3rd grade ($260,000), two additional paraprofessionals ($99,000) and one Prevention Intervention Program Specialist at what was the Low 300 school ($79,220) for a total of $438,220.00.

After eliminating coaches at the secondary level who were paid out of reading plan, the majority of the secondary schools were not able to support a coach full-time. Therefore, we have one secondary district coach to support all middle and high school sites implementing the B.E.S.T. "Foundational Reading Skills for Secondary Students Needing Reading Interventions".

A portion has been dedicated to VPK instruction/intervention and charter schools. The 3rd grade camp costs are also budgeted. Monies have been allocated for supplemental materials for secondary schools and professional development; the remainder is for supplemental materials and/or interventions as well as intensive interventions for elementary schools with a focus on K-3 substantially deficient students.

This year, in an effort to not only secure more reading endorsed or reading certified teachers to provide tier 3 interventions and to encourage teachers to gain more knowledge in the area of reading, Martin County School District is providing a one-time bonus to those teachers who have earned their 300-hour endorsement or certification. This has been budgeted out of these funds for 2022-23.

School Literacy Leadership Teams

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

All principals attend a monthly Principal/Directors' meeting as well as a Principal/Assistant Principal meeting. This information is shared at both of these meetings.

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

The district level roster of the School Literacy Leadership Team will be submitted via Google Doc to the district Reading Contact as well as the Director of Curriculum and Development.

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

Along with the roster, the monthly agendas will be submitted and the district Reading Contact and the Director of Curriculum and Development will monitor and ensure compliance. Support will be given by the district Reading Contact and district reading coaches.

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.

All teachers have access to training in integrating phonemic awareness, phonics, word study, spelling, fluency, vocabulary, and text comprehension strategies on our professional learning management system called Frontline. In addition, we have a literacy coach and K-5 program specialist trained by FDLRS to deliver their professional development course, "Exploring Structured Literacy". This 40 hour course will run once per semester. There is an additional opportunity for training through our online, free, self-paced course offering through Literacy Solutions.

We utilize progress monitoring data to place our district instructional coaches at schools to support teachers and staff based on their needs. With instructional coaches on campus, they can differentiate and intensify professional development as well as provide job embedded coaching.

We have a formal plan to develop mentors. Each school receives a specific number of allocations for "MartinMentors", dependent upon teacher turnover and new teachers on campus. These mentors go through a year of development and learning including observation and feedback while working with a mentee. These "MartinMentors" will support the establishment of model classrooms within their school. The Professional Development Department will work with the mentors on the model classroom structure and provide ongoing feedback. We will use technology via Swivls to record high impact strategies. These videos of effective instructional practices in literacy will allow us to bring the model classrooms to life across the district.

All schools are required to provide time for Professional Learning Communities (PLCs) at a minimum of once per week as well as provide ongoing professional development. Each school will work with the Professional Development Department to outline and plan the school-based learning that will occur through the use data and their School Improvement Plans.

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

The requirements will be communicated to principals via email, monthly administrator meetings, and during the School Improvement Plan meetings. For additional support, ongoing professional learning will be provided at the monthly Principal/Director meetings.

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

The Coordinator of Professional Development is responsible for supporting and monitoring the professional development requirements and ensuring compliance.

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.

Knowing that Reading Allocation funds are to be prioritized for K-3 substantially reading deficient students, K-3 data for Martin County's twelve elementary schools was examined. K-2 students' FLKRS and end-of-year Benchmark Advance Interim 4 percentages were used to determine schools with the most need. The district literacy coaches' time will be distributed accordingly in 2022-23. For instance, at the elementary school with the highest total score, designating the highest percentage of substantially reading deficient students relative to their size (total K-3 students), one coach is allocated to their site full time. However, the school may choose to designate that allocation to an interventionist position instead of a coach and is still funded out of the reading plan. The other district elementary coaches will have their time prioritized at the remaining schools based on their level of need. Any secondary coach positions are funded out of the schools' allocations, not reading plan; however, one secondary district coach has been designated to serve five middle schools, three high schools, and two alternative sites in support of their intensive reading teachers/students.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data;

  - administration and analysis of instructional assessments; and

  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

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

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

No

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

NA

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?

NA

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

NA

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

NA

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

NA

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?
Benchmark Advance Unit Weekly Assessments	Kindergarten through 5th grade	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly
FAST - Cambium	3rd through 10th grade	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
easy CBM	Kindergarten through 5th grade	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Lexia's PowerUp Literacy	6th-10th grade (intensive reading students)	Screener, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Mondo Expressive Oral Language	Kindergarten through 5th grade	Screener, Progress Monitoring, Summative	Oral Language	2 x A Month, Monthly
Benchmark Advance Foundational Skills Screener	Kindergarten through 5th grade	Screener	Phonological Awareness, Phonics	Annually
Phonological Awareness Skills Test	Kindergarten through 3rd grade	Screener, Progress Monitoring, Diagnostic	Phonological Awareness	2 x A Month
Benchmark Advance Unit Assessments	Kindergarten through 5th grade	Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Benchmark Advance Quick Check Assessments	Kindergarten through 5th grade	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Savvas Unit Assessments	6th through 12th grade	Summative	Vocabulary, Comprehension	Quarterly
iXL Diagnostic	9th and 10th grade students utilizing iXL	Progress Monitoring, Diagnostic	Vocabulary, Comprehension	Monthly
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Savvas Exit Tickets	6th through 12th grade	Formative Assessment	Vocabulary, Comprehension	Weekly

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?

Coordinators of varying areas, Reading/Language Arts, Professional Development, Assessment, Accountability, ESE, and ELL/Title 1 all work collaboratively to provide plan implementation oversight, support and follow-up. As needs are assessed, assistance in the areas of core instruction, data analysis, intervention, teacher professional development, and student supports can be provided accordingly.

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

The Benchmark Advance reading materials that are utilized in kindergarten through fifth grade have foundational reading skills instruction based on the Science of Reading. Although new in the implementation in Florida, the available ESSA evidence solicited from the publisher was listed as promising for its national program. In addition, PreK-1st grade classes use Heggerty's Phonemic Awareness curriculum and kindergarten, 1st, and 2nd grade classes utilize Wilson's Fundations. Both programs are designed to be systematic, explicit, and multisensory; both have evidence-based practices supported by the recommendations in the Institute of Education Sciences' (IES) Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. See 11C for descriptions of Heggerty's Phonemic Awareness and Fundations.

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

Formative assessments are built into the K-12 adopted core curriculum. A scope and sequence has been laid out by grade level on a yearly calendar. The formative assessments as well as summative assessments will be reviewed in weekly Professional Learning Communities (PLC) /Collaborative Learning Team (CLT) meetings which utilize the PLC guiding questions to determine next steps for differentiating for when students have not learned something and need reteaching or have mastered it and need enrichment.

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

Each year, based on funds available, schools strive to add to classroom, media, and resource room collections while also increasing awareness in teachers for the need to expose students to more texts that not only increase literacy but also support the building of background knowledge in the content areas. In addition to print materials, there are also a variety of other mediums that content area teachers use to enhance discussion and deepen understanding: Safari Montage is a repository of all sorts of medium and Gale Library offers a variety of digital texts. One-to-one laptops make access for the teacher and student easier. "Snap and Read" and "CoWriter", Google Chrome extension assistive technologies, are available to all students in our district and teachers are trained in how to use them as scaffolds so all students can access the content area reading and participate in classroom discussions.

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

The Coordinator of Reading/Language Arts will communicate concerns directly to the school site administration. If concerns are not addressed, they will be communicated to the Director of Curriculum and Instruction.

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.

Although school sites have established literacy leadership teams, after engaging in the CERP Reflection Tool, we feel that a true district literacy leadership team must be established and should meet regularly. This does not warrant a revision in the CERP, but it does take a more concerted effort on the part of the district to make this happen. We will look to our State Regional Literacy Directors to support these efforts.

Also, in analyzing our current interventions' effectiveness, more research needs to be done to discover those that target specific skills through direct instruction by the teacher in small groups or one-on-one instruction. Those that are evidence-based and meet the criteria set forth in the Multi-Tiered System of Support manual are those that CERP budget will fund.

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?

Each school is paired up with a district administrator who meets quarterly with the principal and school site leadership team to review data, to analyze classroom walkthrough noticings and wonderings, and to create action steps.

Who at the district level supports effective implementation?

The district level supports who partner with all the school sites are the Assistant Superintendent of Academics, Director of Curriculum and Instruction, Coordinator of Professional Development and the Coordinator of Reading/Language Arts. Through the quarterly meetings, needs are assessed and supports are deployed accordingly at each site based on data, specific needs, and administrative input.

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

Through the quarterly meetings and analysis of classroom reading walkthrough "look-fors", areas in need of improvement will be considered and strategic support and follow-up will be given based on the area of need.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Utilizing the Regional Educational Laboratory (REL)-Southeast's School Leader's Literacy Walkthrough for K-3 and REL's Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4-12 documents, along with the new ELA core curriculum, one "look-for" document was created to be used at all elementary and secondary sites. This information will be collected and monitored to ensure effective implementation.

Who at the district level supports effective implementation?

The Coordinator of Professional Development along with the Director of Curriculum and Instruction and the Coordinator for Reading/Language Arts will support effective implementation.

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

Through the quarterly meetings discussed in the School-level implementation section, combined with analysis of the classroom reading walkthrough "look-fors", areas in need of improvement will be considered and strategic support and follow-up will be given based on the area of need.

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

What process is in place to ensure effective implementation?

The K-12 Curriculum, Instruction, and Assessment Decision Trees are shared with all stakeholders. They provide a common reference for all departments to use in guiding data-based decisions to

determine interventions.
Each school has a grade-level Professional Learning Community (PLC) as well as a Multi-tiered System of Support (MTSS) team that regularly problem-solves to make decisions based on the data.

Who at the district level supports effective implementation?

The district level Prevention/Intervention Program Specialists (PIPS) work closely with the schools' MTSS teams as well as the Coordinator of Reading/Language Arts to support effective implementation.

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

The Prevention/Intervention Program Specialists work closely with the schools' MTSS teams as well as the Coordinator of Reading/Language Arts. Ongoing communication allows for concerns to be addressed. Monthly meetings with elementary, middle and high administrators are also a vehicle in which concerns are discussed. Coordinators of varying areas, Reading/Language Arts, Professional Development, Assessment, Accountability, ESE, and ELL/Title 1 all work collaboratively to provide plan implementation oversight, support, and follow-up. As needs are assessed, assistance in the areas of core instruction, data analysis, intervention, teacher professional development, and student supports can be provided accordingly.

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.

Third grade Summer Reading Camp teachers are using a combination of resources based on students' needs including content from our last unit (Benchmark Advance's Unit 10: Forces and Interactions) of the adopted core curriculum which was intentionally saved for use across K-5 summer learning. The resources for differentiated instruction and intervention provided through Benchmark will also be available for the teacher. Most importantly, students will also still have access to their print and digital components. Teachers can use the weekly assessments for progress monitoring of the B.E.S.T. standards and the end-of-unit assessment will be used to gauge student growth from Unit 9 to 10. Curriculum Associate's Phonics for Reading will also be used. (See 11C for description.) Interventions are done with explicit teacher instruction and with multisensory components.

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

Will the district implement this option?

No

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

For clarification, we do offer summer reading camps to other grade levels besides third grade; however, the CERP budget does not pay for those camps.

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.)
240

Students who demonstrate a reading deficiency in grades K-2
610

Students who score Level 1 in grades 4-5
124

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.)
70%

Students who demonstrate a reading deficiency in grades K-2
100%

Students who score Level 1 in grades 4-5
55%

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.

For students who are identified with a substantial deficiency in reading, school sites provide a digital read-at-home plan to parents which provides valuable links to a variety of materials. A paper copy is provided if there is no access to the internet in the home. The district's Parent Resource Centers also engage in family outreach and offer literacy activities and games that can be used at home. There are various literacy partnerships with the individual school sites which help foster the school/home connection. Many schools reach out to local agencies to collaborate on literacy nights and especially during Celebrate Literacy Week. Under the New Worlds Reading Initiative, elementary schools have partnered to bring the gift of literacy into the homes of over 1,300 K-5 students. The Martin County Education Foundation has provided book vending machines to sites to provide additional books the students can take home to build home libraries. Martin County also is a Grade-Level Reading Community which has a steering committee tasked with bringing all the community partners together on behalf of the students of Martin County.

Who at the district is responsible for monitoring this requirement?

The Director of Curriculum and Instruction is responsible for monitoring this requirement.

Assessment, Curriculum, and Instruction

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

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

How does the district support and monitor implementation?

Teachers receive a calendar outlining their scope and sequence for the year utilizing the Benchmark Advance curriculum; weekly lesson plans are then created by teachers and submitted to site administrators. A district team does site-based visits to conduct monthly walks to support and monitor implementation.

Professional Learning Communities (PLCs) at each site meet regularly to review the PLC guiding questions related to the reading instruction, and weekly classroom walkthroughs by principals are used to monitor implementation. Data review/data chats with the school-based literacy leadership team and the district leadership team are mechanisms to provide support, as needed, and to monitor implementation through the use of the data.

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

The District Leadership Team, the Director of Curriculum and Instruction, the Coordinator of Reading/ Language Arts, the Coordinator of Professional Development, and district coaches support and monitor this requirement.

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

How does the district support and monitor implementation?

Fortunately, Benchmark Advance, the K-5 adopted curriculum for reading, was designed to increase students' background knowledge and skills in social studies, science, and the arts. The ten units for kindergarten are the same for all other grade levels through fifth grade. Three of them are connected to science and four of them are connected to social studies topics. Each grade level builds on one another not only in building knowledge of the applicable theme but also in complexity of texts by grade.

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

The District Leadership Team, the Director of Curriculum and Instruction, the Coordinator of Reading/ Language Arts, the Coordinator of Professional Development, and district coaches support and monitor this requirement.

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

How does the district support and monitor implementation?

Small group differentiated instruction is built into the Benchmark Advance materials to meet individual student needs. While supporting and monitoring the evidence-based reading instruction, it is natural to also support and monitor the implementation of small group instruction. Professional Learning

Communities (PLCs) at each site meet regularly to review the PLC guiding questions related to the reading instruction and weekly classroom walkthroughs are used to monitor implementation. Data review/data chats either with the school-based literacy leadership team and the district leadership team are mechanisms to provide support, as needed, and to monitor implementation through the use of the data.

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

The District Leadership Team, the Director of Curriculum and Instruction, the Coordinator of Reading/ Language Arts, the Coordinator of Professional Development, and district coaches support and monitor this requirement.

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;

- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and

- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

Newly adopted curricular materials for K-5 reading (Benchmark Advance), 6-12 English Language Arts (Savvas myPerspectives), and Secondary Intensive Reading (Lexia's PowerUp) have incorporated the six components of reading into the core instruction. There are built-in screeners, formative assessments, progress monitoring and summative assessments that can be used as common tools to evaluate district-wide progress. The state's new screening and progress monitoring will also be helpful in grounding all of Florida's students in common assessment data. This data will also assist the Multi-Tiered System of Support Problem Solving Team to analyze any gaps that may be occurring in student achievement at their school and in individual classes. Core instruction is designed to not only provide print-rich explicit, systematic, scaffolded and differentiated instruction, but it also provides supports for students who are English Language Learners or students with exceptionalities. The materials are intended to build background and content knowledge while aligning to all the foundational, reading, communication, and vocabulary B.E.S.T. standards. The principles of Universal Design for Learning are incorporated into the core materials; assistive technologies such as read aloud features, adjustment to the speed of read aloud, ability to change font size, scaffolded texts, etc. are built into the digital materials.

When students are not mastering grade level standards, additional problem-solving may need to occur to target the area(s) in need of intervention. Additional small group teacher-led instruction occurs offering students opportunities to practice the targeted skills and to receive feedback. This Tier 2 instruction is in

addition to the core reading instruction.

If immediate intervention is not bridging the gaps and/or the student is in need of immediate intensive intervention, this much more targeted; perhaps one-on-one intervention takes place with a reading endorsed or reading certified teacher. This Tier 3 intervention is designed for those students substantially deficient in reading and is meant to provide individualized instruction based on student need. It occurs in addition to core and Tier 2 interventions.

How does the district support and monitor implementation?

The teacher evaluation system requires administrators monitoring teachers through informal and formal observations throughout the school year in additional to the weekly reading walkthroughs. Administrators are required to provide specific targeted feedback to teachers about the instructional practices observed during this part of the evaluation process.

Depending on the principals' input and the needs of teachers, either individually or collectively, the school-site or district literacy coaches will provide professional development to the teachers during early release days and through collaborative planning teams. Just as students not making academic improvements need more time and resources, the district helps principals facilitate a schedule that provides more opportunities for teachers to receive professional development, time to implement and time to reflect on whether strategies are yielding student growth.

Elementary, middle and high have district Prevention-Intervention Program Specialists (PIPS) working with their sites to help problem solve with their MTSS teams to support and monitor implementation of interventions.

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

The District Leadership Team, The Director of Curriculum and Instruction, the Coordinator of Reading/ Language Arts, and the Prevention-Intervention Program Specialists support and monitor this requirement.

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*

- *incorporates writing in response to reading;*

- *includes 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)

F.A.S.T.--STAR: 25th percentile or above

Fundations (K-2 only) Unit Assessments: 80% or above

Student meets the following criteria throughout the year:
Benchmark Advance Florida Unit Assessments: 60% or above

THEN TIER 1 Only

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

Benchmark Advance Florida --Promising Evidence

Heggerty's Phonemic Awareness Curriculum, by Literacy Resources, LLC, (K-1 only)-does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3rd Recommendation #2 has strong evidence which supports the program.

Fundations by Wilson Language Training-Strong Evidence

Geodes by Great Minds in collaboration with Wilson Language-does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guides: Foundational Skills to Support Reading for Understanding in K-3rd Recommendations #3 has strong evidence and Recommendation 4 has moderate evidence which support this program.

Progress Monitoring

Assessment & Frequency
Benchmark Unit Assessments; 10 times/year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Maintains 60% or above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Deficient with a 40-59%

Progress Monitoring

Assessment & Frequency
Wilson's Fundations Unit Tests; 6-14 times/year

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

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Does Not Meet Expectations or Approaching Expectations

Grade Levels: K-2

Progress Monitoring

Assessment & Frequency
F.A.S.T.--STAR; 3 x year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students Maintains 25th percentile or above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Below the 24th percentile

How is the effectiveness of Tier 1 instruction being monitored?

Data Chats, PLCs, Classroom Walkthroughs, Fundations Unit Assessments, Benchmark Unit Assessments

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?

PLC Guiding Questions, weekly/monthly data chats, school problem solving teams, coaching

(In 2020-21, all classes were engaged in a synchronous hybrid instruction model with the same teacher utilizing Zoom with distance learning students while teaching the students who came in person. The same methods listed above apply to all students. If needed, this same model would apply to distance learning students.)

How is the effectiveness of Tier 1 curriculum being monitored?

F.A.S.T.--Star progress monitoring, Benchmark Common Formative/Summative Assessments, Fundations Unit Assessments

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

PLC guiding questions, coaching (administration, school-based and district)

(In 2020-21, all classes were engaged in a synchronous hybrid instruction model with the same teacher utilizing Zoom with distance learning students while teaching the students who came in person. The same methods listed above apply to all students. If needed, this same model would apply to distance learning students.)

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

It is the intention for all learning to be in-person in Martin County; should we still need distance learning, the Benchmark Universe platform allows students access to all the instructional materials digitally. If the curriculum needs to be modified, pacing can be adjusted targeting the prerequisite phonics skills and key grade level power standards more conducive to virtual learning. Differentiation is always important, but it is imperative in distance learning to assist in remediating or enriching core.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

F.A.S.T.--Cambium: Level 3 or higher

FSA ELA--Level 3 or higher

Student meets the following criteria throughout the year:
Benchmark Advance Florida Unit Assessments: 60% or above

THEN TIER 1 Only

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

Benchmark Advance Florida--Promising Evidence

Progress Monitoring

Assessment & Frequency
Benchmark Unit Assessments; 10 times/year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Maintains 60% or above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Deficient with a 40-59%

Progress Monitoring

Assessment & Frequency
Fundations Unit Assessments

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Maintain 60% or above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Does not meet expectations or approaching expectations

Progress Monitoring

Assessment & Frequency
F.A.S.T.--Cambium; 3 times per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
On grade level or higher

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

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: 3-5

Data chats, PLCs, classroom walkthroughs, Fundations unit assessments, Benchmark Assessments

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?

PLC guiding questions, weekly/monthly data chats, school problem solving teams, coaching, data collection

(In 2020-21, all classes were engaged in a synchronous hybrid instruction model with the same teacher utilizing Zoom with distance learning students while teaching the students who came in person. The same methods listed above apply to all students. If needed, this same model would apply to distance learning students.)

How is the effectiveness of Tier 1 curriculum being monitored?

F.A.S.T.--Cambium progress monitoring, Benchmark Advance formative/summative assessments, Fundations unit assessments (Grade 2 only)

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

PLC guiding question and data-based decision-making using common Benchmark Advanced assessments, coaching (administration, school-based, district.)

(In 2020-21, all classes were engaged in a synchronous hybrid instruction model with the same teacher utilizing Zoom with distance learning students while teaching the students who came in person. The same methods listed above apply to all students. If needed, this same model would apply to distance learning students.)

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

It is the intention for all learning to be in-person in Martin County; should we still need distance learning, the Benchmark Universe platform allows students access to all the instructional materials digitally. If the curriculum needs to be modified, pacing can be adjusted targeting the key grade level power standards more conducive to virtual learning. Differentiation is always important, but it is imperative in distance learning to assist in remediating or enriching core.

Grade Levels: 6-8

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

FSA ELA: Level 3 or higher

(If FSA data is not available, the Adaptive Progress Monitoring (APM) can be reviewed along with prior years' FSA data. Further diagnosis may be done through the use of a Diagnostic Assessment of Reading (DAR) test, Reading Record, or a Fluency Probe.)

F.A.S.T.--Cambium: On Grade Level or higher

<div style="text-align:center;">

THEN TIER 1 Only

</div>

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 Learning's myPerspectives—Promising Evidence

Progress Monitoring

Assessment & Frequency
F.A.S.T.--Cambium, 3 x Year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
On Grade Level or higher

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Below Satisfactory or lower on F.A.S.T. and/or 74% or lower on unit assessments; however, further diagnostic assessments would need to be given specific to individual reading components to determine the type of intervention required

Progress Monitoring

Assessment & Frequency
myPerspectives Unit Tests, quarterly

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
75% or higher

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Below Satisfactory or lower on F.A.S.T. and/or 74% or lower on unit assessments; however, further diagnostic assessments would need to be given specific to individual reading components to determine the type of intervention required

How is the effectiveness of Tier 1 instruction being monitored?

School-based administrative walkthroughs, District team instructional walkthroughs, Progress Monitoring data

Grade Levels: 6-8

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?

PLC guiding questions, weekly/monthly data chats, school problem-solving teams, coaching

(In 2020-21, all classes were engaged in a synchronous hybrid instruction model with the same teacher utilizing Zoom with distance learning students while teaching the students who came in person. The same methods listed above apply to all students. If needed, this same model would apply to distance learning students.)

How is the effectiveness of Tier 1 curriculum being monitored?

Progress monitoring data, formative and summative assessments

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

PLC guiding questions, coaching (administration, school-based, district)

(In 2020-21, all classes were engaged in a synchronous hybrid instruction model with the same teacher utilizing Zoom with distance learning students while teaching the students who came in person. The same methods listed above apply to all students. If needed, this same model would apply to distance learning students.)

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

It is the intention for all learning to be in-person in Martin County; should we still need distance learning, the Savvas Realize platform allows students access to all the instructional materials digitally. If the curriculum needs to be modified, pacing can be adjusted targeting the "spotlight standards" to leverage skills and standards more conducive to virtual learning. Differentiation is always important, but it is imperative in distance learning to assist in remediating or enriching core.

Grade Levels: 9-12

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

FSA ELA: Level 3 or higher

(If FSA data is not available, the Adaptive Progress Monitoring (APM) can be reviewed along with prior years' FSA data and other local assessments. Further diagnosis may be done through the use of a Diagnostic Assessment of Reading (DAR) test, Reading Record, or a Fluency Probe.)

F.A.S.T.--Cambium: On Grade Level or higher

<div align="center">

THEN TIER 1 Only

</div>

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 Learning's myPerspectives—Promising Evidence

Progress Monitoring

Assessment & Frequency
F.A.S.T.--Cambium, 3 x Year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
On Grade Level or higher

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Below Satisfactory or lower on F.A.S.T. and/or 74% or lower on unit assessments; however, further diagnostic assessments would need to be given specific to individual reading components to determine the type of intervention required.

Progress Monitoring

Assessment & Frequency
myPerspectives Unit Tests, quarterly

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
75% or higher

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Below Satisfactory or lower on F.A.S.T. and/or 74% or lower on unit assessments; however, further diagnostic assessments would need to be given specific to individual reading components to determine the type of intervention required.

How is the effectiveness of Tier 1 instruction being monitored?

School based administrative walkthroughs, District team instructional walkthroughs, Progress Monitoring data

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?

PLC guiding questions, weekly/monthly data chats, school problem-solving teams, coaching

(All of our classes were engaged in a synchronous hybrid instruction model with the same teacher utilizing Zoom with distance learning students while teaching the students who came in person. The same methods listed above apply to all students.)

How is the effectiveness of Tier 1 curriculum being monitored?

Progress monitoring data, formative and summative assessments

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

PLC guiding questions, coaching (administration, school-based, district)

(All of our classes were engaged in a synchronous hybrid instruction model with the same teacher utilizing Zoom with distance learning students while teaching the students who came in person. The same methods listed above apply to all students.)

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

It is the intention for all learning to be in-person in Martin County; should we still need distance learning, the Savvas Realize platform allows students access to all the instructional materials digitally. If the curriculum needs to be modified, pacing can be adjusted targeting the "spotlight standards" to leverage skills and standards more conducive to virtual learning. Differentiation is always important, but it is imperative in distance learning to assist in remediating or enriching core.

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)

F.A.S.T.--STAR: 11th-24th percentile

Fundations: below 80% on unit assessments, then reteach; if student does not respond to the reteach, then provide 3-day intervention plan

Student meets the following criteria throughout the year:
Benchmark Advance Florida Unit Assessments: 40-59%

(Further diagnosis may be done through the use of the Benchmark Advance Florida Foundational Skills Screeners or an Oral Reading Record.)

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Heggerty's Phonemic Awareness (PreK or additional targeted dose of K or primary)

Assessment & Frequency
Bi-weekly

Performance Criteria to discontinue Tier 2 interventions
Positive response on the PAST assessment

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Questionable response on the PAST assessment

Performance Criteria that prompts the addition of Tier 3 interventions
Poor response on the PAST assessment

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Wilson's Fundations 3-Day Intervention Plan

Assessment & Frequency
Unit assessment weekly/ biweekly

Performance Criteria to discontinue Tier 2 interventions
Demonstration of mastery on unit assessment (80% or higher)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Below 80% on unit assessment

Performance Criteria that prompts the addition of Tier 3 interventions
Poor performance in response to intervention compared to peers

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Fountas and Pinnell's Leveled Literacy Intervention (LLI); 18-20 weeks (one to 3 or 4 students)

Grade Levels: K-2

Progress Monitoring

Assessment & Frequency
Reading Record 1-2 times/week

Performance Criteria to discontinue Tier 2 interventions
Positive response to Benchmark Assessment System

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Questionable response to Benchmark Assessment System

Performance Criteria that prompts the addition of Tier 3 interventions
Poor response to Benchmark Assessment System

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Benchmark Advance Florida Interventions

Assessment & Frequency
Bi-weekly

Performance Criteria to discontinue Tier 2 interventions
Demonstration of mastery on intervention Quick Checks (80% or higher)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Below 80% on unit assessment

Performance Criteria that prompts the addition of Tier 3 interventions
Poor performance in response to intervention compared to peers

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Geodes Readable Texts with Fundations 3-Day Intervention Plan

Assessment & Frequency
Fundations Unit Assessments, biweekly

Performance Criteria to discontinue Tier 2 interventions
Demonstration of mastery on Fundations unit assessments for accuracy of 80% or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Below 80% on Fundations unit assessment

Performance Criteria that prompts the addition of Tier 3 interventions
Poor performance in response to intervention compared to peers

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Number of times per week intervention provided

2-5 days/week

Number of minutes per intervention session

Grade Levels: K-2

15-30 minutes

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

The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 1. Lesson plans are monitored weekly by school based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting biweekly with the core teacher to collaborate. Because of the synchronous hybrid instruction model, the same procedures would also apply to distance learning students.

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

Heggerty's Phonemic Awareness Curriculum, by Literacy Resources, LLC, (K-1 only)--does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3rd Recommendation #2 has strong evidence which supports the program. Heggerty develops the awareness of the segments of sounds in speech and how they link to letters through an explicit, systematic, and multisensory approach.

Fundations by Wilson Language Training--Strong Evidence

Fountas and Pinnell's Leveled Literacy Intervention (LLI)--Strong Evidence

Benchmark Advance Florida Interventions --Moderate to Promising Evidence

Geodes by Great Minds, in collaboration with Wilson Language's Fundations--does not meet strong, moderate, or promising levels of evidence on its own; however, the following IES Practice Guides: Foundational Skills to Support Reading for Understanding in K-3rd Recommendations #3 has strong evidence and Recommendation 4 has moderate evidence which support this program. Geodes extends students' learning of Fundations by having students apply their mastery of specific units in Fundations to the decoding of words, analyzing word parts, and writing/recognizing words within texts. These texts are highly engaging and have science, social studies, and art-based content. Geodes also allows students to read connected text every day to support reading accuracy, fluency, and comprehension while building background knowledge of topics in the Geodes text sets.

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

Separately scheduled small group or breakout video conferencing sessions are conducted virtually during distance learning in addition to the core instruction.

Grade Levels: 3-5

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

FSA ELA: Level 2

F.A.S.T.--Cambium: Below Satisfactory

Student meets the following criteria throughout the year:
Benchmark Advance Florida Unit Assessments: 40-59%

(Further diagnosis may be done through the use of Benchmark Advance FL Foundational Skills Screeners or an Oral Reading Record.)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Heggerty's Bridge the Gap (2nd grade and up)

Assessment & Frequency
P.A.S.T. or Easy CBM; bimonthly/ monthly

Performance Criteria to discontinue Tier 2 interventions
Demonstration of mastery of targeted skills

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Questionable response to targeted skills

Performance Criteria that prompts the addition of Tier 3 interventions
Poor response to targeted skills

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Wilson's Fundations 3-Day Intervention Plan

Assessment & Frequency
Unit assessment; weekly/ biweekly

Performance Criteria to discontinue Tier 2 interventions
Demonstration of mastery on unit assessment (80% or higher)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Below 80% on unit assessment

Performance Criteria that prompts the addition of Tier 3 interventions
Poor performance in response to intervention compared to peers

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Fountas and Pinnell's Leveled Literacy Intervention (LLI); 18-20 weeks (one to 3 or 4 students)

Grade Levels: 3-5

Progress Monitoring

Assessment & Frequency
Reading Record; 1-2 times/week

Performance Criteria to discontinue Tier 2 interventions
Positive response to Benchmark Assessment System

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Questionable response to Benchmark Assessment System

Performance Criteria that prompts the addition of Tier 3 interventions
Poor response to Benchmark Assessment System

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Benchmark Advance Florida Intervention

Assessment & Frequency
Benchmark Advance Florida Quick Checks; bi-Weekly

Performance Criteria to discontinue Tier 2 interventions
Demonstration of mastery on Quick Checks

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Questionable response on Quick Checks

Performance Criteria that prompts the addition of Tier 3 interventions
Poor response to Quick Checks over time

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Curriculum Associates' Phonics for Reading (Grades 3-5)

Assessment & Frequency
Phonics Survey or Easy CBM; monthly

Performance Criteria to discontinue Tier 2 interventions
Positive response to intervention

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

Performance Criteria that prompts the addition of Tier 3 interventions
Poor response to intervention

Number of times per week intervention provided

2-5 days/week

Number of minutes per intervention session

Grade Levels: 3-5

20-30 minutes

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

The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 1. Lesson plans are monitored weekly by school based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting biweekly with the core teacher to collaborate. Because of the synchronous hybrid instruction model, the same procedures would also apply to distance learning students.

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

Heggerty's Bridge the Gap (Grades 2-5)--does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3rd Recommendation #2 has strong evidence which supports the program. Heggerty develops the awareness of the segments of sounds in speech and how they link to letters through an explicit, systematic, and multisensory approach.

Fundations by Wilson Language Training--Strong Evidence

Fountas and Pinnell's Leveled Literacy Intervention (LLI)--Strong Evidence

Benchmark Advance Florida Interventions --Moderate to Promising Evidence

Curriculum Associates' Phonics for Reading (Grades 3-5)--does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3rd Recommendation #3 has strong evidence which supports the program. Intermediate students are taught to decode words, analyze word parts, and write/recognize words in an explicit, systematic, and multisensory way.

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

Separately scheduled small groups or breakout video conferencing sessions are conducted virtually during distance learning in addition to the core instruction.

Grade Levels: 6-8

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

FSA ELA: Level 2 with no decoding/text reading efficiency issues (i.e. fluent)

(If FSA data is not available, the Adaptive Progress Monitoring (APM) can be reviewed along with prior years' FSA data. Further diagnosis may be done through the use of a Diagnostic Assessment of Reading (DAR) test, Reading Record, or a Fluency Probe.)

F.A.S.T.--Cambium: Below Satisfactory

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Lexia's PowerUp Literacy

Assessment & Frequency
Progress monitoring with Lexia is ongoing (it is referred to as an embedded progress monitoring system), but specific strands within the program will be assessed weekly.

Performance Criteria to discontinue Tier 2 interventions
If students meet the criteria for Tier 1 instruction on the F.A.S.T.--Cambium progress monitoring, coupled with classroom performance and teacher observation, students may be discontinued from Tier 2 supports.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
If students meet the criteria for Tier 2 instruction on the F.A.S.T.--Cambium progress monitoring, coupled with classroom performance and teacher observation, students will continue with Tier 2 supports.

Performance Criteria that prompts the addition of Tier 3 interventions
If students meet the criteria for Tier 3 instruction on the F.A.S.T.--Cambium progress monitoring, coupled with classroom performance and teacher observation, students' instruction will move to include Tier 3 supports.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Savvas myPerspectives Remediation

Assessment & Frequency
Easy CBM; monthly to quarterly

Performance Criteria to discontinue Tier 2 interventions
If students meet the criteria for Tier 1 instruction on the F.A.S.T.--Cambium progress monitoring, coupled with classroom performance and teacher observation, students may be discontinued from Tier 2 supports.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
If students meet the criteria for Tier 2 instruction on the F.A.S.T.--Cambium progress monitoring,

Grade Levels: 6-8

Progress Monitoring
coupled with classroom performance and teacher observation, students will continue with Tier 2 supports.

Performance Criteria that prompts the addition of Tier 3 interventions

If students meet the criteria for Tier 3 instruction on the F.A.S.T.--Cambium progress monitoring, coupled with classroom performance and teacher observation, students' instruction will move to include Tier 3 supports.

Number of times per week intervention provided

3-5 days/week

Number of minutes per intervention session

20-30 minutes

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

The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. Lesson plans are monitored weekly by school based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting bi-weekly with the core teacher to collaborate. Because of the synchronous hybrid instruction model, the same procedures would also apply to distance learning students.

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

Lexia's PowerUp Literacy--Strong Evidence

Savvas myPerspectives Remediation--Promising Evidence

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

The digital components within the core curricular materials designed for intervention are utilized as well as supplemental instructional resources in a digital format. Separately scheduled small group or breakout video conferencing sessions are conducted virtually during distance learning in addition to the core instruction.

Grade Levels: 9-12

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

FSA ELA: Level 2 with no decoding/text reading efficiency issues (i.e. fluent)

(If FSA data is not available, the Adaptive Progress Monitoring (APM) can be reviewed along with prior years' FSA data and other local assessments. Further diagnosis may be done through the use of a Diagnostic Assessment of Reading (DAR) test, Reading Record, or a Fluency Probe.)

F.A.S.T.--Cambium: Below Satisfactory

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
iXL

Assessment & Frequency
Diagnostic Realtime assessment; weekly

Performance Criteria to discontinue Tier 2 interventions
If students meet the criteria for Tier 1 instruction on the F.A.S.T.--Cambium progress monitoring, coupled with classroom performance and teacher observation, students may be discontinued from Tier 2 supports.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
If students meet the criteria for Tier 2 instruction on the F.A.S.T.--Cambium progress monitoring, coupled with classroom performance and teacher observation, students will continue with Tier 2 supports.

Performance Criteria that prompts the addition of Tier 3 interventions
If students meet the criteria for Tier 3 instruction on the F.A.S.T.--Cambium progress monitoring, coupled with classroom performance and teacher observation, students' instruction will move to include Tier 3 supports.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Savvas myPerspectives Remediation

Assessment & Frequency
Savvas formative or summative assessments; monthly to quarterly

Performance Criteria to discontinue Tier 2 interventions
If students meet the criteria for Tier 1 instruction on the F.A.S.T.--Cambium progress monitoring, coupled with classroom performance and teacher observation, students may be discontinued from Tier 2 supports.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
If students meet the criteria for Tier 2 instruction on the F.A.S.T.--Cambium progress monitoring, coupled with classroom performance and teacher observation, students will continue with Tier 2 supports.

Grade Levels: 9-12

Progress Monitoring

Performance Criteria that prompts the addition of Tier 3 interventions

If students meet the criteria for Tier 3 instruction on the F.A.S.T.--Cambium progress monitoring, coupled with classroom performance and teacher observation, students' instruction will move to include Tier 3 supports.

Number of times per week intervention provided

3-5 days/week

Number of minutes per intervention session

20-30 minutes

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

The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. Lesson plans are monitored weekly by school based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting bi-weekly with the core teacher to collaborate. Because of the synchronous hybrid instruction model, the same procedures would also apply to distance learning students.

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

iXL--Promising Evidence

Savvas myPerspectives Remediation--Promising Evidence

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

The digital components within the core curricular materials designed for intervention are utilized as well as supplemental instructional resources in a digital format. Separately scheduled small group or breakout video conferencing sessions are conducted virtually during distance learning in addition to the core instruction.

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)

F.A.S.T.--Star: Below the 10th percentile

Fundations: below 80% on unit assessments, then reteach; if student does not respond to the reteach and/or 3-day plan, then provide 5-day intervention plan

Student meets the following criteria throughout the year:
Benchmark Advance Florida Unit Assessments: 0-39%

(Further diagnosis may be done through the use of the Benchmark Advance Florida Foundational Skills Screeners, an Oral Reading Record, easyCBM, or DIBELS.)

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
EPS' Sound Sensible for specialized instruction

Assessment & Frequency
Unit assessments; weekly

Performance Criteria to discontinue Tier 3 interventions
Positive response

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress being made in response to the specific intervention

Performance Criteria that prompts intensified Tier 3 interventions
Poor response

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
EPS' S.P.I.R.E. for specialized instruction

Assessment & Frequency
Unit assessments; weekly

Performance Criteria to discontinue Tier 3 interventions
Positive response

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress being made in response to the specific intervention

Performance Criteria that prompts intensified Tier 3 interventions
Poor response

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Wilson's Fundations:5-day intervention plan

Assessment & Frequency
Unit assessments; weekly

Grade Levels: K-2

Progress Monitoring

Performance Criteria to discontinue Tier 3 interventions
Positive response

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress being made in response to the specific intervention

Performance Criteria that prompts intensified Tier 3 interventions
Poor response

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Fountas and Pinnell's Leveled Literacy Intervention (LLI); 18-20 weeks; (one-on-one)

Assessment & Frequency
Reading Record; 1-2 times/week

Performance Criteria to discontinue Tier 3 interventions
Positive response

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress being made in response to the specific intervention

Performance Criteria that prompts intensified Tier 3 interventions
Poor response

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Geodes Readable Texts with Fundations: 5-Day Intervention Plan

Assessment & Frequency
Fundations Assessments; weekly

Performance Criteria to discontinue Tier 3 interventions
Positive Response and fade back to Tier 2

Performance Criteria indicating continuation of Tier 3 interventions
Questionable Response

Performance Criteria that prompts intensified Tier 3 interventions
Poor performance in response to intervention compared to peers

Number of times per week intervention provided

5 days/week

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

The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 1. Lesson plans are monitored weekly by school based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting biweekly with the core teacher/Tier 2 teacher to collaborate. Because of the synchronous hybrid instruction model, the same procedures would also apply to distance learning students.

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

EPS' Sound Sensible for specialized instruction--does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3rd Recommendation #2 and Recommendation #3 have strong evidence which support the program S.P.I.R.E. develops the awareness of the segments of sounds in speech and how they link to letters through an explicit, systematic, and multisensory approach. Note: Sound Sensible is the Pre-Level 1 for S.P.I.R.E. This is used only with ESE students when they have not responded to Fundations and then place in this level.

EPS' S.P.I.R.E. for specialized instruction--does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3rd Recommendation #2 and Recommendation #3 have strong evidence which support the program S.P.I.R.E. develops the awareness of the segments of sounds in speech and how they link to letters through an explicit, systematic, and multisensory approach. Note: This is used only with ESE students when they have not responded to Fundations.

Wilson's Fundations----Strong Evidence

Fountas and Pinnell's Leveled Literacy Intervention (LLI)--Strong Evidence

Geodes by Great Minds, in collaboration with Wilson Language's Fundations--does not meet strong, moderate, or promising levels of evidence on its own; however, the following IES Practice Guides: Foundational Skills to Support Reading for Understanding in K-3rd Recommendations #3 has strong evidence and Recommendation 4 has moderate evidence which support this program. Geodes extends students' learning of Fundations by having students apply their mastery of specific units in Fundations to the decoding of words, analyzing word parts, and writing/recognizing words within texts. These texts are highly engaging and have science, social studies, and art-based content. Geodes also allows students to read connected text every day to support reading accuracy, fluency, and comprehension while building background knowledge of topics in the Geodes text sets.

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

Separately scheduled small groups (1 to 3 or 1 to 1 ratio) or breakout video conferencing sessions are conducted virtually during distance learning. Tier 3 interventions are in addition to tier 2 in regards to time and intensity.

Grade Levels: 3-5

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

FSA ELA: Level 1

F.A.S.T.--Cambium: Inadequate

Student meets the following criteria throughout the year:
Benchmark Advance Florida Unit Assessments: 0-39%

(Further diagnosis may be done through the use of the Benchmark Advance Florida Foundational Skills Screeners, an Oral Reading Record, easyCBM, or DIBELS.)

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

Tier 3 Programs/Materials/Strategies & Duration
EPS' Sound Sensible for specialized instruction

Assessment & Frequency
Unit assessments, weekly; Easy CBM, weekly

Performance Criteria to discontinue Tier 3 interventions
Positive response

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress being made in response to the specific intervention

Performance Criteria that prompts intensified Tier 3 interventions
Poor response

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
EPS' S.P.I.R.E. for specialized instruction

Assessment & Frequency
Unit assessments, weekly; Easy CBM, weekly

Performance Criteria to discontinue Tier 3 interventions
Positive response

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress being made in response to the specific intervention

Performance Criteria that prompts intensified Tier 3 interventions
Poor response

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Wilson's Fundations: 5-Day Intervention Plan

Assessment & Frequency
Unit assessments, weekly; Easy CBM, weekly

Grade Levels: 3-5

Progress Monitoring

Performance Criteria to discontinue Tier 3 interventions
Positive response

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress being made in response to the specific intervention

Performance Criteria that prompts intensified Tier 3 interventions
Poor response

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Fountas and Pinnell's Leveled Literacy Intervention (LLI); 18-20 weeks;(one on-one)

Assessment & Frequency
Reading Record, 1-2 times/week; easyCBM, weekly

Performance Criteria to discontinue Tier 3 interventions
Positive response

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress being made in response to the specific intervention

Performance Criteria that prompts intensified Tier 3 interventions
Poor response

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Curriculum Associates' Phonics for Reading

Assessment & Frequency
Easy CBM, weekly

Performance Criteria to discontinue Tier 3 interventions
Positive response

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress being made in response to the specific intervention

Performance Criteria that prompts intensified Tier 3 interventions
Poor response

Number of times per week intervention provided

5 days/week

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: 3-5

The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 1. Lesson plans are monitored weekly by school based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting biweekly with the core teacher/Tier 2 teacher to collaborate. Because of the synchronous hybrid instruction model, the same procedures would also apply to distance learning students.

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

EPS' Sound Sensible for specialized instruction--does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3rd Recommendation #2 and Recommendation #3 have strong evidence which support the program. S.P.I.R.E. develops the awareness of the segments of sounds in speech and how they link to letters through an explicit, systematic, and multisensory approach. Note: Sound Sensible is the Pre-Level 1 for S.P.I.R.E. This is used only with ESE students when they have not responded to Fundations and then place in this level.

EPS' S.P.I.R.E. for specialized instruction--does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3rd Recommendation #2 and Recommendation #3 have strong evidence which support the program S.P.I.R.E. develops the awareness of the segments of sounds in speech and how they link to letters through an explicit, systematic, and multisensory approach. Students are also taught how to decode words, analyze word parts, and write/recognize words. Note: This is used only with ESE students when they have not responded to Fundations.

Wilson's Fundations----Strong Evidence

Fountas and Pinnell's Leveled Literacy Intervention (LLI)--Strong Evidence

Curriculum Associates' Phonics for Reading (Grades 3-5)--does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3rd Recommendation #3 has strong evidence which supports the program. Intermediate students are taught to decode words, analyze word parts, and write/recognize words in an explicit, systematic, and multisensory way.

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

Separately scheduled small groups (1 to 3 or 1 to 1 ratio) or breakout video conferencing sessions are conducted virtually during distance learning. Tier 3 interventions are in addition to tier 2 in regards to time and intensity.

Grade Levels: 6-12

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

FSA ELA: Scored Level 1 or 2 (with decoding/text reading efficiency issues, i.e. disfluent)

(If FSA data is not available, the Adaptive Progress Monitoring (APM) can be reviewed along with prior years' FSA data. Further diagnosis may be done through the use of a Diagnostic Assessment of Reading (DAR) test, Reading Record, or a Fluency Probe.)

F.A.S.T.--Cambium: Inadequate

Students with an IEP with reading goals

Students enrolled in an ACCESS ELA course

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

Tier 3 Programs/Materials/Strategies & Duration
Lexia's PowerUp Literacy

Assessment & Frequency
Progress monitoring with Lexia is ongoing (it is referred to as an embedded progress monitoring system), but specific strands within the program will be assessed weekly.

Performance Criteria to discontinue Tier 3 interventions
If students complete the Advanced Zone in each of the three strands of PowerUp Literacy: World Study, Grammar, and Comprehension, they may fade Tier 3 supports and continue with Tier 2 supports.

Performance Criteria indicating continuation of Tier 3 interventions
If student is responding to the intervention and showing progress, continue the path prescribed by the intervention.

Performance Criteria that prompts intensified Tier 3 interventions
Student performance that shows continuous low accuracy, slow rate, and minimal progress may indicate increased intensity of Tier 3 instruction.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
EPS' S.P.I.R.E. for specialized instruction

Assessment & Frequency
Unit Assessments, weekly; easy CBM, weekly

Performance Criteria to discontinue Tier 3 interventions
Positive Response; mastery of level 6

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress being made in response to the specific intervention

Performance Criteria that prompts intensified Tier 3 interventions
Poor Response

Grade Levels: 6-12

Number of times per week intervention provided

5 days/week

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?

The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration and monitoring of program-provided usage reports. Fidelity checks and data chats occur frequently. Lesson plans are monitored weekly by school based administrators to ensure alignment of curriculum to core standards and instruction. Tier 3 teachers should be part of weekly PLC meetings with Tier 2 teachers. Because of the synchronous hybrid instruction model, the same procedures would also apply to distance learning students.

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

Lexia's PowerUp Literacy--strong evidence

EPS' S.P.I.R.E. for specialized instruction of ESE students--does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide: Foundational Skills to Support Reading for Understanding in K-3rd Recommendation #2 and Recommendation #3 have strong evidence which support the program S.P.I.R.E. develops the awareness of the segments of sounds in speech and how they link to letters through an explicit, systematic, and multisensory approach. Students are also taught how to decode words, analyze word parts, and write/recognize words.

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

Separately scheduled small group (1 to 3 or 1 to 1 ratio) or breakout video conferencing sessions are conducted virtually during distance learning. Tier 3 interventions are in addition to tier 2 in regards to time and intensity.

[enter grade levels]

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.

From the initial universal screeners for each grade level, teachers and administrators begin to evaluate the data looking for the lowest achievement levels as determined by our District K-12 Comprehensive Evidence-based Reading Plan's decision trees. Depending on the assessment, further diagnosis may need to be done. For instance, if an incoming kindergartener is below 10th percentile on F.A.S.T.--Star, we already know that the student is coming to us with gaps that are substantial; therefore, we must act to address those gaps immediately. However, if a secondary student comes to us with no prior assessments and takes FSA only to score a level 1, we would need to dig further to see if the issue lies with phonological awareness, phonics, fluency, vocabulary, or comprehension. An English Language Learner's gaps may be connected to their oral language development. As the school year progresses, and the core curriculum is delivered to a student performing substantially below their peers, and the teacher provides reteaching and remediation without gaps closing as determined by progress monitoring assessments, this would prompt the school to problem solve with their team around this student(s). For students determined to have substantial deficiencies in reading, a variety of items would be problem solved with examining questions such as: Is there ongoing and documented fidelity of intervention? How is the student progressing according to the data? Is the student actively engaged during the intervention? Is the student accessing learning supports such as accommodations or ELL strategies and supports? Has the parent provided input? Has the teacher provided input? Have experts provided input? After problem solving the whole student and ongoing data is collected, the team would triangulate that data and then interventions would be initiated. The problem-solving team would evaluate whether the student is responding with a positive, questionable, or poor response to the intervention. Ultimately, it is about continuous and close monitoring of the student's response to core instruction and intervention(s).