Sarasota County 2020-2021 District K-12
Comprehensive Evidence-Based Reading Plan Template

Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education' s (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
Main District Reading Contact	Catherine Cocozza		Catherine.cocozza@sarasotacountyschools.net	941-927-9000
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Kelly Ellington	Director, Elementary	Kelly.ellington@sarasotacountyschools.net	941-927-9000
Middle ELA	Sue Meckler	Director, Middle	Sue.meckler@sarasotacountyschools.net	941-927-9000
High School ELA	Catherine Cocozza	Director, High	Catherine.cocozza@sarasotacountyschools.net	941-927-9000
Reading Endorsement	Linda Copeland (HS) Sarah Tachney (MS) Katie Kephart (ES)	Program Specialists	Linda.copeland@sarasotacountyschools.net Sarah.tachney@sarasotacountyschools.net katie.kephart@sarasotacountyschools.net	941-927-9000
Reading Curriculum	Linda Copeland (HS) Sarah Tachney (MS) Holly Chesnoff (ES)	Program Specialists	Linda.copeland@sarasotacountyschools.net Sarah.tachney@sarasotacountyschools.net holly.chesnoff@sarasotacountyschools.net	941-927-9000
Professional Development	NA			
Assessment	Denise Cantalupo	Executive Director	Denise.cantalupo@sarasotacountyschools.net	941-927-9000
Data Element	Dawn Stoudt	Supervisor	Dawn.stoudt@sarasotacountyschools.net	941-927-9000
Summer Reading Camp	Holly Chesnoff	Program Specialist	Holly.Chesnoff@sarasotacountyschools.net	941-927-9000
3rd Grade Promotion	Kelly Ellington	Director, Elementary	Kelly.ellington@sarasotacountyschools.net	941-927-9000

Plan Information

How is the district communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?

The plan is posted on the District website. In addition, details of the training that pertain to classroom teachers is addressed at trainings and during Principal meetings. Information is also presented in the Highschool IFG and Middle School Shared Folders.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C.

District-Level Leadership 6A-6.053(7) F.A.C.

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	Specific target goals for interventions and response to interventions	Diagnostic	Oral Language Screener	Screener will be given beginning of the year, middle of the year, and end of the year
		Progress monitoring	Listening Comprehension	Every other week for tier 2 interventions, weekly for tier 3 interventions
Phonological awareness	Specific target goals for interventions and response to interventions	Diagnostic	I-Ready	3 times per year
		Progress monitoring	Segmenting probe, blending probe, first sound fluency probe, letter identification	Every other week for tier 2 interventions, weekly for tier 3 interventions
Phonics	Specific target goals for interventions and response to interventions	Diagnostic	I-Ready	3 times per year
		Progress monitoring	Decodable word list, spelling inventory, portions survey, running record (Levels A-B)	Every other week for tier 2 interventions, weekly for tier 3 interventions
Fluency	Specific target goals for interventions and response to interventions	Diagnostic	I-Ready	3 times per year
		Progress monitoring	CVC Word Frequency list, Oral reading fluency probe, high frequency word lists, Running Records (C+)	Every other week for tier 2 interventions, weekly for tier 3 interventions
Vocabulary	Specific target goals for interventions and response to interventions	Diagnostic	I-Ready	3 times per year
		Progress monitoring	I-Ready tools for informational and literature comprehension, daze probe, running record, informal	Every other week for tier 2 interventions, weekly for tier 3 interventions

		Diagnostic	I-Ready	3 times per year
Comprehension	Specific target goals for interventions and response to interventions	Progress monitoring	I-Ready tools for informational and literature comprehension, daze probe, running record, informal reading inventory, Cloze Reading probe	Every other week for tier 2 interventions, weekly for tier 3 interventions

(continued from previous row: reading inventory, Cloze Reading probe)

6-8

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
FSA – ELA	Grade-level standards	Screener	Online test	Annually
I-Ready	Comprehension, Vocabulary, Fluency, Phonics	Progress monitoring	Online assessment	2-3 times per year
Rewards	Phonological deficiencies	Progress monitoring	One to one	Weekly (9-week intensive intervention program, 55 min a day)
Diagnostic Assessment of Reading	Students' foundational Reading Skills	Diagnostic	One-to-one	As needed by student (annually).

9-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
FSA – ELA	Grade-level standards	Screener	Online test	Annually
Level Set – Achieve 3000	Students' Independent Reading Level (Comprehension)	Progress monitoring	Online assessment	2-3 times per year
Diagnostic Assessment of Reading	Students' foundational Reading Skills	Diagnostic	One-to-on	As needed by student (annually).

K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
Student progress will be collected and reviewed by the schools and District at a minimum of 3 times per year	Instructional plans are flexible and revised to meet the needs of students based on the most recent patterns identified by the data.	The District schedules meetings to review data with schools and general data review sessions at Principal meetings.	Program specialists work with teachers directly to provide support. Administrators also review data and participate in classroom walkthroughs to monitor implementation.	Level-specific Program Specialists and Curriculum Directors.

School Level Leadership 6A-6.053(8) F.A.C.

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	School level Principal	Principal/AP	Ongoing	The data is shared with respective instructional staff by the administrator	Quarterly between executive director and school-based leadership team
Data chats	School level Principal	PLCs	Quarterly	Program specialists and PLCs in collaboration with Leadership teams.	Quarterly
Reading Leadership Team per 6A-6.053(3) F.A.C.	Executive Directors of the levels	Principal Meetings	Quarterly	Program Specialist and Instructional Leadership team.	Quarterly between program specialist and Reading Leadership Team
Monitoring of plan implementation	Executive Directors of the levels	Principal Meetings	Annually	Schools submit an annual report	Quarterly between executive director and school-based leadership team

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
Plan – Do – Study – Act – Reflect	Executive directors communicate concerns at quarterly meetings	Classroom teacher and school leader trainings, meetings with principals, classroom walk-throughs, PLC visits and review of lesson plans and data.

Professional Development per 6A-6.053(4) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	Training was communicated to Principals in the 18-19 SY, Schools Provided the training in the 18-19 SY, Training became part of the New Teacher Induction in 19-20 and beyond	PD System and New teacher induction expectations	PD System	Curriculum Directors	Curriculum Directors
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	This is the work of the ILT teams as well as site-based PD	Surveys, meetings, and reports	Ongoing	Curriculum Directors or Executive Directors	Executive Directors
Identification of mentor teachers Establishing of model classrooms within the school	Schools will work to identify these induvial	Monitored by creating opportunity for these to be seen by others	Annually	Curriculum Directors	Executive Directors
Providing teachers with time weekly to meet for	This is a contractual	PLC Notes are Collected	Quarterly	Curriculum Directors in a summary report	Executive Directors

professional development including lesson study and PLCs	expectation and master schedulers create schedules that allow common planning times				

Instruction

K-5 Uninterrupted 90-minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	Lesson Plans	Review of Lesson plans and classroom visits	Master Schedules	Executive Directors	Annually
Small group differentiated instruction to meet individual student needs	Lesson Plans and MTSS Online forms	Review of lessons and online MTSS Forms	Master Schedules	Directors	Annually

Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

Sarasota County the reading allocation to fund intervention teachers and the additional hour of schooling at the one elementary school on the lowest 300 list. Additionally, general funds are used to ensure that appropriate resources are available to all students who demonstrate a need. The general funds provide Reading Recovery teachers at all of our elementary schools. In-depth professional development for K-5 teachers in the areas of standards-based ELA instruction and interventions is available through generous financial support provided by our local foundations.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	$274,022.52
District expenditures on reading coaches assigned to elementary schools	N/A
District expenditures on reading coaches assigned to secondary schools	N/A
District expenditures on intervention teachers assigned to elementary schools	$848,450.00
District expenditures on intervention teachers assigned to secondary schools	$549,555.69
District expenditures on supplemental materials or interventions for elementary schools	0
District expenditures on supplemental materials or interventions for secondary schools	0
District expenditures on reading coaches assigned to elementary schools	N/A
District expenditures on reading coaches assigned to secondary schools	N/A
District expenditures on professional development	0
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	$340,112.79
Flexible Categorical Spending	0
Sum of Expenditures	$2,012,141.00
Amount of District Research-Based Reading Instruction Allocation	$2,012,141.00

Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

N/A

Will students in grades other than 3 be served also? Yes ☐ No ☒
If yes, which grade levels? _____

Reading Allocation Literacy Coaches

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:
Coaches must meet the following criteria:
- reading endorsement or reading certification
- 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
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

NA

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

NA

Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

NA

Coaching Model per 6A-6.053(6)(b) F.A.C.

Is your district using the Just Read, Florida! coaching model? Yes ☐ No ☒

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.

• Provide professional development on the following:
   o the major reading components, as needed, based on an analysis of student performance data
   o administration and analysis of instructional assessments
   o providing differentiated instruction and intensive intervention
• Model effective instructional strategies for teachers
• Facilitate study groups
• Train teachers in data analysis and using data to differentiate instruction
• Coach and mentor colleagues
• 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
• Help lead and support reading leadership teams at their school(s)
• Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies
• Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
NA	N/A	N/A	N/A	N/A

Other Considerations

Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

Charter schools per 6A-6.053(5)

Charter schools must utilize their proportionate share of the research-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.

Instructional Continuity Plan

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials 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

	Curriculum, Instruction, and Assessment Decision Tree
**Grade Level(s):** K-12

IF:	Student meets the following criteria at beginning of school year: Students who scored a level 3 or above on the prior year's reading FSA (middle and high school). For 2019-2020 missing FSA data, schools will use the 2018/2019 FSA scores along with teacher recommendation and • Grade K-5: I Ready Diagnostic Assessment indicates student is meeting grade level expectations and the student is adequately responding to Tier 1 instruction • Grade 6 – 8: I Ready Diagnostic Assessment indicates student is meeting grade level expectations and the student is adequately responding to Tier 1 instruction • Grade 9-12: USA Test Prep data including benchmark data and formative assessments indicating grade level progress
THEN:	**TIER 1 Only**

TIER 1	*Initial instruction:* • *is standards-aligned* • *builds background and content knowledge, motivation* • *provides print rich, systematic, scaffolded, and differentiated instruction* • *incorporates writing in response to reading* • *includes accommodations (IEP, ESOL or 504)* • *incorporates the principles of Universal Design for Learning* • *includes specially designed instruction for students with disabilities*
	Core Curriculum
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.
	K-5: Reading Wonders is the core ELA curriculum. Components of Reading Wonders along with various supplemental resources are utilized to provide comprehensive reading instruction that is standard aligned, print rich, systematic, and promotes differentiated responsive instruction. Trainings and materials have been provided to support the use of high quality small group instruction during the reading block to ensure instruction is scaffolded and specifically designed to meet varying student needs. The impact of McGraw-Hill Education's Reading Wonders on elementary school students' reading ***proficiency was examined through the use of a convergent parallel mixed methods design. In total,*** ***239 students enrolled in 12 third grade classes at six Title I public elementary schools in a rural North Carolina school district participated in the study. Data from the North Carolina End-of-Grade reading assessment and the Reading 3D statewide assessment during the first full year of Reading Wonders implementation (2014-2015 school year) were analyzed. The Reading 3D assessment is comprised of two other assessments of early reading and comprehension: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading Comprehension (TRC). Participating teachers were also surveyed to evaluate their perceptions of the effectiveness of Reading Wonders.*** ***Results revealed a statistically significant increase of DIBELS scores for students using Reading Wonders from the beginning of the year to the end of the school year, p < .01. On average, DIBELS composite scores for third graders in Reading Wonders classes increased by 128 units from fall 2014 to spring 2015. (See link)*** https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/essa-evidence-for-wonders.pdf ***6-12 Core curriculum is grade level Florida standards aligned with the use of the district adopted textbook (Collections or Springboard)***

For more than three school years, *Collections* has been rigorously tested, demonstrating that both pre-test high-scoring and low-scoring students improved their language skills—the latter most of all *(see link)*
https://www.hmhco.com/programs/collections/research-and-results
SpringBoard has been shown to improve both engagement in the classroom and readiness for college. One nationwide study, comparing SpringBoard and non-SpringBoard schools, showed a considerable increase in the number of students enrolled in AP Exams and courses, as well as increased SAT performance. (See link) https://springboard.collegeboard.org/about/springboard-works?state=fl
and lesson plans directed around providing quality core instruction all of which are strategies that show strong evidence via what works clearinghouse:

- o **Standards-Based Lesson Planning**
- o **Teacher Clarity**
- o **Direct Instruction**
- o **Peer Collaboration and Accountable talk**
- o **Independent practice and Application**
- o **Student Ownership of learning**
- o **Inclusion of Disciplinary Literacy and Content Area Literacy Strategies**

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
Elementary I Ready Standards Mastery (2-5)-Quarterly Running records and other oral reading assessments- quarterly Writing benchmark assessments-quarterly Various standard aligned formative assessments- weekly/biweekly (K-5) Middle School I Ready-Quarterly High School USA Test Prep-Quarterly	Elementary Sufficient progress towards reaching grade level reading expectations (i.e. instructional text level via running records, demonstration of grade level writing standards via grade level writing rubrics) Above 362 I Ready-Grade K Above 402 I Ready-Grade 1 Above 428 I Ready-Grade 2 Above 449 I Ready-Grade 3 Above 465 I Ready-Grade 4 Above 480 I Ready-Grade 5 (K-5) Middle School Above 593 IReady-Grade 6 Above 600 IReady-Grade 7 Above 602 IReady-Grade 8 High School Passing sore of 75% or higher (Highschool)	Elementary Inadequate progress towards grade level reading expectations Below 334 I Ready-Grade K Below 390 I Ready-Grade 1 Below 440 I Ready-Grade 2 Below 485 I Ready-Grade 3 Below 518 I Ready-Grade 4 Below 544 I Ready-Grade 5 Middle School Below a 598 on I Ready -Grade 6 Below 609 on I Ready-Grade 7 Below 620 on I Ready-Grade 8 High School Below a 75% on the USA Test prep benchmark
How is the effectiveness of Tier 1 instruction being monitored? • Through data chats with administrators, PLCS, and individual teachers • Observations and walkthroughs by administration and	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* At the district level, the executive directors of elementary, and secondary schools in collaboration with the Directors of Curriculum and the ELA program specialists at each level will be responsible for the fidelity of Florida Standards alignment. School-based administrators are also responsible. Progress is monitored through trainings, PLCS, lesson plans, and classroom walkthroughs.	

	program specialists. (K-12)	Quantitative and qualitative data is gathered and analyzed to identify trends. Root cause analysis are performed to target problem areas. When instruction is a possible root cause to the effectiveness of Tier 1, the curriculum team works to design professional development to address the specific instructional area of concern. - High quality professional development is offered various ways to support improving reading instruction throughout the district. (K-12).
	How is the effectiveness of Tier 1 curriculum being monitored? Data analysis of student results on tier 1 diagnostics, benchmark and formative assessments by school level teams and the district's Curriculum and Instruction team. - Classroom observation data is also gathered and analyzed by school teams and the district's Curriculum and Instruction team (K-12).	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Reading benchmark data, lesson plans, PLCS visits, and classroom walkthroughs. Quantitative and qualitative data (both teacher created and district created) is gathered and analyzed to identify trends. - There are Instructional Focus Guides (IFGs) for English Language Arts on Blackboard that all teachers can access and utilize. The IFGs have resources and information to support the effectiveness of the Tier 1 curriculum. (K-12)
	How is instruction modified for students who receive instruction through distance learning? Students receive weekly check-ins via phone and email to discuss student progress. Zoom meetings to clarify student understanding. Learning platform such as Blackboard or Teams where teacher will upload lesson plans and readings for the week along with assignments, or students will participate in Apex. (K-12)	

IF:	Student meets the following criteria at beginning of school year: scored below grade level on the prior year's available reading FSA or has documentation via teacher recommendation, progressing monitoring performance (ex. I Ready), etc. that indicates a need (K-12).

THEN:	**TIER 1 instruction and TIER 2 interventions**

Interventions:
- *are 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 feedback*
- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

(Left sidebar: eleTIER 1 instruction and TIER 2 interventions)

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
Elementary Comprehensive Interventions: Targeted small group guided reading lessons utilizing Leveled Literacy Intervention (LLI) or the Next Steps Forward in Guided Reading framework. (K-5) Middle School Small group instruction with high quality feedback focusing on fewer high priority reading skills during lessons and scheduling multiple and extended instructional sessions utilizing IReady and district adopted textbook: Collections High School Small group instruction with high quality feedback focusing on fewer high priority reading skills during lessons and scheduling multiple and extended instructional	Elementary Oral Reading Fluency, Running record Every two weeks Middle School I Ready -monthly High School USA Test Prep- monthly	Elementary Mastery of Grade Level Reading Expectations. IReady data: Grade K: 396 or above Grade 1: 458 or above Grade 2: 513 or above Grade 3: 545 or above Grade 4: 579 or above Grade 5: 609 or above (grade level proficiency) Middle School I Ready data (Middle school)	Elementary I Ready data indicates moderate progress towards grade level reading expectations. (below 40th percentile) Below 334 I Ready-Grade K Below 390 I Ready-Grade 1 Below 440 I Ready-Grade 2 Below 485 I Ready-Grade 3 Below 518 I Ready-Grade 4 Below 544 I Ready-Grade 5 (below 40th percentile Middle School I Ready data	Elementary I Ready data that indicated inadequate progress towards grade level reading expectations Grade k: below 321 Grade 1: below 366 Grade 2: below 413 Grade 3: below 451 Grade 4: below 485 Grade 5: below 513 (below 20th percentile) Middle School I Ready data below 598 grade 6, 609 grade 7, 620 grade 8 and state reading assessment that indicated inadequate progress towards grade level reading expectations (level 2 or below)

| | | | 6th grade-593 or above 7th grade-above 600 8th grade-above 602

High School
USA Test Prep data indicating above 75% | 6th grade-below 593 7th grade-below 600 8th grade-below 602

High School
USA Test Prep data -below 75% | High School
USA Test prep data below 75% and state reading assessment that indicated inadequate progress towards grade level reading expectations (level 2 or below) |
|---|---|---|---|---|---|
| sessions utilizing USATP and the district adopted textbook: Collections | | | | | |
| Elementary
Phonological Awareness (K-5) Interventions: targeted Heggerty instruction, Say it Move it, sound boxes, and other resources provided on Reading Excellence Website in Phonological Awareness Section (K-5) Phonics Interventions: Explicit instruction on spelling patterns and/or syllable types including sorting, spelling, and reading, phoneme grapheme mapping, and other resources provided on Reading Excellence Website in Phonics section.

Middle School
Scaffolding-break the grade level reading into small part and teacher led think alouds, questioning, and modeling utilizing IReady and the district adopted textbook: Collections. (6-8)

High School
Scaffolding-break the grade level reading into small part and teacher led think alouds, questioning, and modeling for specific deficits in comprehension, vocabulary, and fluency utilizing USATP and district adopted textbook: Collections. | Elementary
CORE Phonics Survey, Spelling Inventory, Oral Reading Fluency (Accuracy), Running record Every 2 weeks

Middle School
I Ready -monthly (Middle school)

High School
USA Test Prep-monthly | Elementary
Elementary
Phonological Awareness Screener Every 2 weeks and mastery of grade level Phonics and PA expectations as indicated by PA screener. On PA screener, results will be 80% or above on Task 1 for Kindergarten and 80% or above on Tasks 1-7 for 1st grade. On the Core Phonics Screener, students will score 80% or higher on Parts A and B for Kindergarten and Parts A-E for first grade. A-K for 2nd, and A-L for | Elementary
Moderate progress towards reaching grade level PA expectations as indicated by mastery scores by PA screener. On PA screener, results will be 80% or above on Task 1 for Kindergarten and 80% or above on Tasks 1-7 for 1st grade. On the Core Phonics Screener, students will score 80% or higher on Parts A and B for Kindergarten and Parts A-E for first grade. A-K for 2nd, and A-L for grades 3 and higher.

Middle School
I Ready data that indicated insufficient progress | Elementary
Inadequate progress towards grade level PA and Phonics expectations as indicated by PA Screener or PA probe; scores demonstrating strategic needs (below 80%) on tasks 1 for Kindergarten and tasks 1-7 for 1st grade and Core Phonics Survey scores demonstrating strategic needs on parts A and B for kinder, A-E for 1st, A-K for 2nd, and A-L for grades 3 and higher

Middle School
I Ready data below 598 grade 6, 609 grade 7, 620 grade 8 and state reading assessment that indicated inadequate progress towards grade level reading expectations (level 2 or below)

High School
USA Test prep data - below 75% And state reading assessment below level 2 |

		grades 3 and higher. Middle School I Ready data that indicates mastery in specific standard 6th grade-above 598 7th grade-above 609 8th grade-above 620 (Middle school) High School USA Test Prep data that indicates mastery in specific tested standard (75% or above)	towards grade level standards 6th grade-below 598 7th grade below 609 8th grade-below 620 High School USA Test Prep data that indicated insufficient progress towards grade level standards (below75%)	.
Elementary Fluency Interventions: chunking, phrasing, and repeated reads, targeted instruction on using context clues to identify unknown words, multi-sensory high frequency word routine and other resources provided on Reading Excellence Website in Phonics section. (K-5) Vocabulary and/or Comprehension Intervention: annotating text strategies, graphic organizers, multi-sensory vocabulary instructional strategies and other resources provided on Reading Excellence Website in Vocabulary and Comprehension sections. (K-5) Middle School Reteaching and differentiation (6-12) prescriptive series of lessons targeting student deficit- I Ready data (6-8)	Elementary Oral Reading Fluency, Running record Every 2 weeks/ MAZE, Running Record Every 2 weeks (K-5) Middle School I Ready -monthly High School USA Test Prep-monthly	Elementary Mastery of grade level Comp and/or Vocab expectations Mastery of grade level Fluency expectation 50% or above Grade 2: more than 50 WCPM Grade 3: more than 83 WCPM Grade 4: more than 94 WCPM	Elementary Moderate progress towards reaching grade level Fluency expectations as indicated by WCPM scores 50% or above Grade 2: more than 50 WCPM Grade 3: more than 83 WCPM Grade 4: more than 94 WCPM Grade 5: more than 121 WCPM and/or	Elementary Inadequate progress towards reaching grade level Fluency expectations as indicated by WCPM scores below the 50th percentile on ORF probes (below 50th percentile) Grade 2: less than 50 WCPM Grade 3: less than 83 WCPM Grade 4: less than 94 WCPM Grade 5: less than 121 WCPM and/or

High School Reteaching and differentiation (6-12) prescriptive series of lessons targeting student deficit -USA Test-Prep (9-12)		Grade 5: more than 121 WCPM. Middle School I Ready data indicates sufficient progress towards grade level standards 6th grade- 598 or above 7th grade- 609 or above 8th grade- 620 or above High School USA Test Prep data of 75% or higher on tested standard	Moderate progress towards reaching grade level Comp and/or Vocab expectations as indicated by scores above 75% on MAZE probes or Retelling Rubrics (grade 1-5) Middle School IReady data indicates insufficient progress towards grade level expectations 6th grade- below 598 7th grade- below 609 8th grade- below 620 High School USA Test Prep data indicates insufficient progress towards grade level standards -75% or below	inadequate progress towards reaching grade level Comp and/or Vocab expectations as indicated by scores below 75% on MAZE probes or Retelling Rubrics (grades 1-5) Middle School I Ready data that indicated inadequate progress towards grade level standards I Ready data below 598 grade 6, 609 grade 7, 620 grade 8 and state reading assessment that indicated inadequate progress towards grade level reading expectations (level 2 or below) High School USA Test prep data that indicated inadequate progress towards grade level standards and state reading assessments indicate a substantial need for support - below 75% And state reading assessment below level 2
Number of times a week intervention provided	2-5 (K-5) 3-5 (6-12)	***Number of minutes per intervention session***		10-30 mins. Please note- time of intervention will vary based on the differentiated student intervention plan

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
At the district level, the executive directors of elementary and secondary schools in collaboration with the directors of curriculum and instruction and the ELA and ELL program specialists (at each level) will be responsible for the fidelity of interventions. Pupil Support personnel support the whole child as well as their academic needs. Teams of administrators and district leaders will be participating in professional learning to enhance their skill in recognizing appropriate interventions. Through instructional rounds, teams will visit classrooms throughout the district and visit PLCS to monitor fidelity and effectiveness of tier 2 interventions. Grade level Decision Trees are given to each instructor to plan for and modify the effectiveness of tier 2 reading interventions. (K-12)

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Elementary
Each intervention has reported as showing strong evidence of assisting readings via What Works Clearinghouse. All programs, materials, and strategies are research-based and have strong evidence of effectiveness. Programs, materials, and strategies are grounded in strong pedagogy for teaching and learning. Student data is always closely monitored to provide strong evidence support the use of the identified programs, materials, and strategies. Intensive individualized interventions for struggling readers show strong evidence according to What Works Clearinghouse (see link)
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=37
Wonders Interventions meet ESSA Evidence-Based Requirements and show moderate evidence requirements (see link)
https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/essa-evidence-for-wonders.pdf

Middle School
Each intervention has reported as showing strong evidence of assisting readings via What Works Clearinghouse. All programs, materials, and strategies are research-based and have strong evidence of effectiveness. Programs, materials, and strategies are grounded in strong pedagogy for teaching and learning. Student data is always closely monitored to provide strong evidence support the use of the identified programs, materials, and strategies. Intensive individualized interventions for struggling readers show strong evidence according to What Works Clearinghouse (see link)
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=37
IReady meets ESSA Evidence-Based requirements and show moderate evidence requirements (see link)
https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

High School
Each intervention has reported as showing strong evidence of assisting readings via What Works Clearinghouse. All programs, materials, and strategies are research-based and have strong evidence of effectiveness. Programs, materials, and strategies are grounded in strong pedagogy for teaching and learning. Student data is always closely monitored to provide strong evidence support the use of the identified programs, materials, and strategies. Intensive individualized interventions for struggling readers show strong evidence according to What Works Clearinghouse (see link)
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=37

USATP has evidence based studies that illustrate moderate and promising evidence (see link) https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies.pdf

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How are Tier 2 interventions modified for students who receive interventions through distance learning?
For students who receive interventions through distance learning, interventions will be modified to fit the distance learning platform. For example, teachers may need to meet one on one or utilize breakout rooms to listen to a child read aloud and provide coaching and feedback. Materials may also need be modified. For example, teachers may use digital letter tiles (http://www.reallygreatreading.com/lettertiles/) instead of actual letter tiles (K-5).

Teachers will make frequent calls to students and do one on one Zoom meetings to assist with student understanding. Teachers will chunk their lesson into smaller units. Contacts by liaisons and guidance will be done if students need further assistance (6-12).

IF:	I-Ready Diagnostic data indicates that the student is performing two levels below in Reading, and/or the student is demonstrating intensive reading needs in core instruction (K-5). or Student meets the following criteria at beginning of school year: students who scored below a level 2 on the prior year's reading FSA (6-12). For 2019-2020 missing FSA data, schools will use the 2018/2019 FSA scores along with teacher recommendations, IReady progress (6-8), and USA Test Prep Data indicating grade level progress (9-12).
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Elementary Reading Recovery (Grade 1) I Ready grades (2-5) Middle School Rewards for 9-12 weeks (Middle school) for students below a grade 3 reading level Just Words (Middle school) for students reading at a K-2 level-full year intervention LAFS (Middle school)-All ILA students High School Intensive Reading with Achieve 3000 focusing on intensive and individualized interventions such as explicit vocabulary, comprehension, activities to increase student motivation and engagement, and opportunities for extended discussion of the text(s) (Highschool)	Elementary Running records Weekly Middle School I Ready (Middle school) High School Achieve 3000	Elementary Assessment indicators of a passing score to successfully discontinue Reading Recovery Middle School Student scores a level 2 or above on the state reading assessment High School Student scores a level 2 on the prior year's state reading assessment A score of 80% or higher on the middle/high school FAIR Phonics Screening inventory. A fluency measure above 90 wpm using the FAIR Scaffolded Discussion Template.	Elementary Inadequate progress towards grade level reading expectations as evidenced on Iready (Elementary)- Below 413 Grade 2 Below 451 Grade 3 Below 485 Grade 4 Below 513 Grade 5 (lowest 20%) Middle School I Ready data indicates Inadequate progress towards the student's reading deficit (Middle school)- Below 543 Grade 6 Below 553 Grade 7 Below 562 Grade 8 High School Achieve 3000 data indicates inadequate progress towards the student's reading deficit (Highschool)-below 775 for grade 9 Below 830 Grade 10 Below 950 Grade 11 and 12

			A Lexile at 875L or above.	
	Elementary Skill focused interventions for (Phonological Awareness, Phonics, or Fluency): Intensified Heggerty instruction, Say it Move it, sound boxes, phoneme grapheme mapping, repeated reads with phrasing support, and other resources provided on [Reading Excellence Website](#) in specified sections. Middle School **Phonics** • Explicit instruction on 6 syllable types including sorting, reading, and understanding syllable rules. • Phoneme Grapheme Mapping • Sound Boxes • Word building • Word Sorts • Word Chains/Word Families • Word Attack • Non-Sense Words • Spelling High School **Phonics** • Explicit instruction on 6 syllable types including sorting, reading, and understanding syllable rules. • Phoneme Grapheme Mapping • Sound Boxes • Word building • Word Sorts • Word Chains/Word Families • Word Attack • Non-Sense Words • Spelling	**Elementary** Skill focused assessment (i.e. first sound fluency for PA or ORF for Fluency from DIBELS, Phonological Awareness Screener, Core Phonics Survey) Weekly Middle School -Segmenting Probe Blending Probe -Decodable Word List -Spelling inventory -REWARDS pre/post assessment -Florida assessments for Instruction in Reading-Phonics Screening Inventor Blackline Masters High School -Segmenting Probe Blending Probe -Decodable Word List -Spelling inventory -Florida assessments for Instruction in Reading-Phonics	**Elementary** Excellent progress in skill deficit area (closing the gap) and sufficient progress towards grade level expectations (80% or above). Middle School Increased improvement with a passing score on the phonics assessment (80% or above) High School Increased improvement with a passing score on the phonics assessment (80% or above)	**Elementary** Inadequate progress in skill deficit area. (Below 80%) Middle School Inadequate progress on the phonics assessment (Below 80%) High School Inadequate progress on the phonics assessment (Below 80%)

	Screening Inventor Blackline Masters		
Elementary Comprehensive Interventions: Intensified guided reading lessons utilizing Leveled Literacy Intervention (LLI) or the Next Steps Forward in Guided Reading framework. Middle School • Timed repeated readings • Audio assisted readings • Student-adult Reading • Reader's Theater • Partner Reading • Choral Reading High School • Timed repeated readings • Audio assisted readings • Student-adult Reading • Reader's Theater • Partner Reading • Choral Reading	Elementary -Oral Reading Fluency, -Running record Weekly Middle School -Oral Reading Fluency probe- -Achieve the Core -Fluency Packets -Scaffolded Discussion Templates -Rasiniski's 3-minute reading assessments -Dibels Assessments High School Oral Reading Fluency probe- -Achieve the Core -Fluency Packets -Scaffolded Discussion Templates -Rasiniski's 3-minute reading assessments -Dibels Assessments	Elementary Excellent progress in skill deficit area (closing the gap) and sufficient progress towards grade level expectations (above 80%). Middle School Increased improvement with a passing score on the fluency assessment (above 80%) High School Increased improvement with a passing score on the fluency assessment (above 80%)	Elementary Inadequate progress in skill deficit area (below 80%) Middle School Inadequate improvement on the fluency assessment (below 80%) High School Inadequate improvement on the fluency assessment (below 80%)

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	3 to 5	***Number of minutes per intervention session***	20-60

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

The directors of curriculum and instruction at each level, elementary and secondary, and the director of research and assessment will have access to the data. As they meet with individual school principals, they will include this in their discussions. At the district level, the executive directors of elementary and secondary schools in collaboration with the directors of curriculum and instruction and the ELA and ELL program specialists (at each level) will be responsible for the fidelity of interventions. Pupil Support personnel support the whole child as well as their academic needs. Teams of administrators and district leaders will be participating in professional learning to enhance their skill in recognizing appropriate interventions. Through instructional rounds, teams will visit classrooms throughout the district. All teachers have access to their grade level Decision Tree as well as sample strategies for tier three (3) intervention.

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

Elementary
Based on the findings from What Works Clearinghouse, the procedures and materials exhibit strong evidence of student improvement*.* All programs, materials, and strategies are research-based and have strong evidence of effectiveness. Programs, materials, and strategies are grounded in strong pedagogy for teaching and learning. Student data is always closely monitored to provide strong evidence support the use of the identified programs, materials, and strategies. Reading recovery is highly successful with lowest performing elementary students and shows strong evidence (see link) https://my.readingrecovery.org/docs/FINAL-ESSA_Reading_Recovery_Leadership_Info_and_Guidance_May_2017.pdf IReady meets ESSA Evidence-Based requirements and show moderate evidence requirements (see link) https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

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

IReady meets ESSA Evidence-Based requirements and show moderate evidence requirements (see link) https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

DAR assess student's relative strengths and weakness (see link) https://www.nrsweb.org/training-ta/ta-tools/assessment/diagnostic-assessments-reading-dar

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

Achieve 3000 demonstrates positive impact on student reading achievement. In particular students have individualized interventions which show strong evidence (see link) https://ies.ed.gov/ncee/wwc/PracticeGuide/8

ESSA recognizes the programs for demonstrating strong evidence of efficacy based on results from third-party randomized controlled study (see link) https://www.achieve3000.com/why-achieve3000/proven-academic-results/

How are Tier 3 interventions modified for students who receive interventions through distance learning?

(K-5) For students who receive interventions through distance learning, interventions will be modified to fit the distance learning platform including the use of digital materials and the format of the intervention. For example, teachers may use digital letter tiles (http://www.reallygreatreading.com/lettertiles/) instead of actual letter tiles.

(6-12) Students will have both weekly check-ins with their core area ELA teacher and their Intensive Reading teacher, one on one online meetings will be conducted by each teacher (each week) to assist the student.